

Spring 2015

The Benefits and Drawbacks of Behavioral Management Plans in Therapeutic Day Schools

Bruce A. Korensky
Governors State University

Follow this and additional works at: <http://opus.govst.edu/capstones>



Part of the [Special Education and Teaching Commons](#)

Recommended Citation

Korensky, Bruce A., "The Benefits and Drawbacks of Behavioral Management Plans in Therapeutic Day Schools" (2015). *All Capstone Projects*. 115.

<http://opus.govst.edu/capstones/115>

For more information about the academic degree, extended learning, and certificate programs of Governors State University, go to http://www.govst.edu/Academics/Degree_Programs_and_Certifications/

Visit the [Governors State Multicategorical Special Education Department](#)

This Project Summary is brought to you for free and open access by the Student Capstone Projects at OPUS Open Portal to University Scholarship. It has been accepted for inclusion in All Capstone Projects by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact opus@govst.edu.

Acknowledgements

I would like to take this opportunity to acknowledge the people who have helped me complete this study. My most sincere thanks goes to Dr. Philip Boudreau for helping me to achieve the best possible results on this project. His consistent direction on writing this study properly is sincerely appreciated.

I would also like to thank the professors at Governor State University who have helped me to build the knowledge base to complete this challenging work. Dr. Kasik, Dr. Chang, and Mr. Bierdz, all deserve great appreciation for building my knowledge in the field of special education. Without their input, the completion of this study would not have been possible.

I would like to express sincere thanks to the administrators and staff of the seven schools who so graciously allowed me to visit and observe. They gave me great input into the development of my study and strong insight into how to help students with behavioral and emotional conditions. I also appreciated the students in their programs who appear to be working very hard to further their goals for their futures.

I would like to acknowledge the help and support of my parents, Robert and Anita Korensky. Without them and their support, I would not have had the great resources to begin my journey into being an educator. There have been no finer people in the world than them.

Table of Contents

Acknowledgements	i
Table of Contents	ii
Title Page	1
Abstract	2
Chapter I: Introduction	3
Statement of the Problem	4
Purpose of the Study	5
Questions of the Study	6
Limitations of the Study	6
Significance of the Study	7
Definition of Terms	8
Chapter Summary	11
Chapter II: Review of Literature	12
Assessments	14
Behavior Management Plans	16
Observations	20
Chapter Summary	33
Chapter III: Methodology	35
Participants	35
Instrumentation	35
Procedures	37
Data Collection	37
Data Analysis	38
Chapter Summary	39

BEHAVIOR MANAGEMENT PLANS	iii
Chapter IV: Results	40
Demographics	40
Interviews of Administrators	40
Administrator Number One	41
Administrator Number Two	41
Administrator Number Three	42
Administrator Number Four	42
Administrator Number Five	43
Administrator Number Six	43
Administrator Number Seven	43
Interviews of Teachers	44
Teacher Number One	44
Teacher Number Two	45
Teacher Number Three	45
Teacher Number Four	46
Teacher Number Five	46
Teacher Number Six	47
Teacher Number Seven	47
Chapter Summary	47
Chapter V: Discussion and Conclusion	49
Discussion	49
Conclusion	50
Analysis of the behavioral management plan on paper	50
Administrative and Teacher Point of View	52
Live examination of student during the school day	54

BEHAVIOR MANAGEMENT PLANS	iv
Educational Implications	56
Recommendations for Further Research	58
Chapter Summary	61
References	63
Appendixes	
Appendix A: Administrative Interview Questions	71
Appendix B: Teacher Interview Questions	72
Appendix C: List of Illustrations	73

The Benefits and Drawbacks of Behavioral Management Plans in Therapeutic Day Schools

Bruce A. Korensky

Prepared in Partial Fulfillment for the Requirements of the

Masters of Arts Degree in Multicategorical Special Education

Governors State University

Spring 2015

Abstract

Behavioral management plans were analyzed as to their effectiveness in helping students improve their behavior. The settings where the research was conducted were in five therapeutic day schools. Therapeutic day schools are schools that are designed to help students improve in their social emotional conditions so they can return to their regular schools. The students who were interviewed had behavioral and social/emotional conditions. In addition, the administrators of the five schools were interviewed in regards to how effective they believe their selected behavioral management plans are.

Chapter I

Introduction

When a student is moved from their a. school district, b. charter school, c. private. school, or d. parochial school to a therapeutic day school program, behavioral management plans or behavioral intervention plans are administered for the individual students (Reinstein, 2006). According to Reinstein (2006), the specific behaviors were targeted by the Individual Education Plan (IEP) teams, and behavioral management plans were selected as the remedies of the factors that caused the inappropriate behavior(s) and of the inappropriate behaviors themselves. The reason for the employment of individual behavioral management plans was to help the individual students improve in his or her behavior in both school and other settings (Public Schools of North Carolina, 2010). The North Carolina Public Schools (2010) concluded that the behavioral management plans must adhere to the child's personal academic levels and specific behavioral issues.

The specific points of the therapeutic day school's behavior management plans were developed by the school's administrative and teaching staff (Durant, 1993). According to Michael Durant (1993), the building of an effective behavioral management plan involved the employment of techniques which were effective in helping to diminish inappropriate behaviors over time. In other words, "quick fix" programs were not recommended by Durant. An example of "quick fix" behavioral modification would be the use of corporal punishment, which is the administration of physical force from staff to student to stop an immediate outburst of inappropriate behavior (Gilles, 2015). Although the use of corporal punishment in schools may alleviate or squash an

inappropriate behavioral outburst from a student, the physical act could produce feelings of rage, anger, and fear in the student, which will caused more serious inappropriate behaviors (American Psychological Association, 1975). Consequently, the American Psychological Association (1975) has rejected the use of corporal punishment as a deterrent to inappropriate behavior.

Another example of a “quick fix” use of behavioral modification would be a reactive approach to holding not just the student in detention for his or her act of misbehavior; but the entire classroom (Osher, Poirier, Jarjoura, Brwon, and Kendzira, 2013). The purpose of such a “quick fix” or reactive approach was to line up the misbehaved student’s classmates against him or her so that, by fear, they never behave in such a manner again (Osher et al., 2013). According to Osher (2013), the obvious flaw to this example of “quick fix” discipline was that teachers and/or administrators do not possess the ability to read their students’ minds.

Statement of the Problem

Behavior management plans in therapeutic day school programs were considered to be reactive if not utilized properly (Caruana, 2011). According to Vicki Caruana (2011), teachers may (a) react immediately to a student misbehavior out of frustration by giving them the consequence to the behavior, (b) expose their frustration to the student and to his or her classmates, and (c) be possibly tested again by the students. Behavior management plans, especially ones that use level systems where student misbehavior results in negative consequences, may be administered by teachers through frustration

towards the students; rather than by achieving the goal for the students to improve their behavior (Read, 2008).

Purpose of the Study

The purpose of this study was to identify the effectiveness of behavioral management plans in therapeutic day schools. According to Bruno J. D'Alonzo (1983); once the student was in place in a therapeutic day school program, the plan was immediately implemented. The teacher explained the specific plan to the students. The plans call for the students to be a. on time, b. in their assigned seats, c. paying attention in class, and d. remaining in their seats (D'Alonzo, 1983). The plan's expectations were normally posted on paper and/or on posters on the classroom walls so the students can see them on a constant basis (Crane, Reynolds, & Cooper, 2011). According to Crane, Reynolds, and Cooper (2011), the program identified the positive behaviors which benefited them towards returning to their regular schools as follows:

- a. Coming to school on time;
- b. Not talking out of turn;
- c. Transitioning from one class period to the next;
- d. Using appropriate language;
- e. Showing respect to their peers;
- f. Showing respect to instructional staff.

Furthermore; the negative behaviors were identified with their consequences as follows:

- a. Coming to school late without a pass;
- b. Talking without raising hands;
- c. Not respecting the daily academic schedule;
- d. Using profanity;
- e. Being physically inappropriate with peers and instructional staff;
- f. Dressing inappropriately (Bettelheim, 1974).

Questions of the Study

The research of this study was based on answering the following question: are the specific behavior management plans which have been utilized by the chosen therapeutic programs effective in developing positive behavioral change for their students?

According to Carolyn Evertson, Carol Weinstein, Edmund Emmer, Edward Sabornie (2006), the specific behavioral management programs need to adhere to the principles of positive reinforcement for the programs to be effective in fostering positive behavioral change. An overuse of negative reinforcement through the behavior management plan could lead teacher burnout (Evertson et al., 2006).

Limitations of the Study

This study has limitations to it. This study focused on a sample of seven behavioral management plans that were utilized by therapeutic day school programs. The seven programs were in the Chicagoland area. In addition, the limitation of time was

a factor; considering the time limit given by Governor State University to complete the Graduate Seminar in Multi-categorical Special Education.

Significance of the Study

A school's function was to move a student from their present educational levels to the next higher level (Haring & Bateman, 1977). In the case of therapeutic day schools, their purpose was for the program's selected behavioral management plan to help its students' behavior improve so that they could successfully return to the schools which they previously attended (Durant, 1993). According to Michael Durant (1993), the therapeutic day school programs believed that the answer was through the management plans that were directly focused on the lessening of the inappropriate behaviors through focusing on the deep rooted causes of them.

Definition of Terms

Behavioral Level System. This is a type of behavioral management plan. The system monitors student behavior by the student rising from one level to another through behavioral improvement. As the student rises up in levels, less restrictions are placed on them (University of Kansas, 2015).

Behavioral Management Plan. Behavioral management plans are issued to a single student or group of students to help them improve in their behavior. These types of plans require multiple interventions to improve student behavior. However, the plans are void of punishments (Public School District of North Carolina, 2015).

Corporal Punishment. Corporal punishment involves the administration of physical force from staff to student to stop an immediate outburst(s) of inappropriate behavior. This type of discipline is done either in private between the teacher and the student or done with the whole class present. Very few states in the country use corporal punishment (Gilles, 2015;Adwar, 2014).

Detention. This is a type of behavioral management plan. A detention involves the holding of a student after regular school hours or in a select room of a school as punishment for inappropriate behavior. The length of the detention depends on the student's infraction (Your Dictionary, 2015).

Individual Education Plan (IEP). An IEP is a written education plan for the purpose of meeting a child's academic, social, and transitional needs. The IEP is developed by the student's (a) instructors, (b) school psychologist(s), (c) social workers,

and (d) parents. The child is given goals in his or her academic subjects based on their (a) academic development, (b) behavioral development, and (c) transitional development (Stanberry, 2015).

Negative Behaviors. Negative behaviors are behaviors which cause damage to a controlled environment. The behaviors can be either verbal or physical. These types of behaviors are met with consequences (Answers, 2015).

Negative Consequences. Negative consequences are consequences delivered to an individual to discourage them from repeating the action which resulted in the consequence. The severity of the consequence depends on the type of infraction. The consequences are given to the student by either the an administrator and/or a teacher (Morin, 2015).

Negative Reinforcement. Negative reinforcement is the action of an individual to help him or her avoid a negative outcome. If a child washes his or her hands and does not like his or her hands being wet, then the child dries his or her hands with a towel. Thus, the towel is the reinforce to remove the water from the hand (Cherry, 2015; Cosgrave, 2015).

Positive Behaviors. Positive behaviors are behaviors which benefit and help build a controlled environment. Students who behave positively are often given awards or incentives. The awards are normally given to the student by his or her teacher(s) (Cherry, 2015).

Positive Reinforcement. Positive reinforcement is an action which is given to an individual by another when the person succeeds in an activity. The purpose of the

reinforcement is so that the person will continue to perform well. An example of positive reinforcement is when a coach awards one of his players with a player of the game award. The positive reinforcement is the reward so that the player continues to do well (Cherry, 2015).

Physically Inappropriate. Physically inappropriate means physical contact which causes emotional discomfort to an individual. Inappropriate touching, pushing, and punching are examples of being physically inappropriate. The consequences that are given to a student who is physically inappropriate depends on the severity of the action (Zupek, 2010).

“Quick Fix” Behavior Modification. “Quick Fix” behavior modification are actions that are reactive to inappropriate behavior and that produce short-term behavioral change. “Quick Fix” types of discipline usually are fall under the category of negative reinforcement. For example; if a student uses profanity, then the staff person gives a detention or another consequence which the student does not want (Osher et. al., 2013).

Therapeutic Day School. The type of school whose purpose is to help a student overcome behavioral problems which have caused them individual and collective social harm. The amount of time which a student spends in a day school depends on how that student complies to the rules of the school. Students are placed in therapeutic schools when their regular education school concludes that it does not have the ability to help the student progress (Reinstein, 2006).

Chapter Summary

Behavior management plans were used by therapeutic day school programs to help students improve their behavior so they can a. feel better about themselves; b. improve in their relationships in and out of the school environment; and c. return to their schools which they attended before being sent to the therapeutic school (Durant, 1993). According to the American Psychological Association (1975); the most effective way for a behavior management plan to be successful was for the instructional staff to employ the plan over a period of time to not pressure the students to change their behaviors too quickly. Furthermore, the implementation of the plan by the educational staff, primarily the classroom teacher, cannot be reactive or implemented out of frustration (Caruana, 2011).

Chapter II

Review of Literature

In 1987, the Federal Government passed OBRA, the Omnibus Budget Reconciliation Act (United States Department of Labor, 1987, p. 1). According to OBRA (1987), the law called for the dispersion of medical and psychiatric help to children with special needs conditions. With the support of Medicaid, additional facilities were placed at the disposal and benefit of the students and their parents (Snell & Janney, 2005). According to Martha Snell and Rachel Janney (2005); prior to OBRA, only residential and inpatient psychiatric services were available to the students and to the students' guardians.

However, the advent of special education in the United States occurred long before OBRA was passed (Osgood, 2008). According to Robert Osgood (2008); during the 1930's, strong home and community based interventions lead to the creation self-contained classes in public schools and private special education facilities in the United States. In April, 1990, Pennsylvania implemented OBRA's guidelines and established eligibility requirements for students below the age of 21 through CASSP (Child and Adolescent Service System Program Training and Technical Institute, 1995). According to CASSP (1995), provider qualifications and procedures for the psychiatric, social, and academic requirements of the students were established.

Prior to OBRA, the following were the standard set of services that were provided for disabled children and families:

- (a) Case management services;
- (b) Crises intervention/emergency services;
- (c) Outpatient services;

- (d) Partial hospitalization services;
- (e) Community residential rehabilitation services;
- (f) Psychiatric inpatient hospitalization; and
- (g) Family based mental health services (CASSP, 1995, p. 1).

The development of new services to children and parents by OBRA expanded from the above benefits (CASSP, 1995). On January 11, 1994, the principal and most relevant of these services were the establishment of special schools for students with mild disabilities (Osgood, 2008). Also, the Office of Medical Assistance Programs (OMAP) issued the establishment of outpatient mental health services for children under age 21 (Pennsylvania Department of Human Services, 2010). According to the Pennsylvania Department of Human Services (2010); along with other assistance programs, the origin of therapeutic staff support (TSS) for students with special needs conditions began. The definition of TSS was the (a) one-to-one home services, (b) one-to-one school services, and (c) one-to-one daycare services intervention for children with special needs conditions (Webster, 2015). The establishment of therapeutic support staff services to students in educational settings signified the beginning of the therapeutic day school programs nationwide (CASSP, 1995).

Within the therapeutic day school setting, the issue of whether specific behavioral management plans could be effective in extinguishing behavioral maladies were answered (Durant, 1993). The answers came (a) through the observation of these behavioral plans in operation, (b) through the interviewing of teachers, and (c) through the interviewing of the schools respective administrators (Gay, et. al, 2009). From the information which was gathered through Gay, Mills, and Airasian (2009); once the interviewing and observations of the behavioral plans were completed, a clear picture of the positive results towards behavioral improvement were manifested.

Assessments

In a therapeutic day school program, the overall objective of the staff, which includes the (a) administrators, (b) teachers, and (c) teacher's assistants, was the eradication of the behavioral maladies which removed the students from their (a) home school districts, (b) home charter schools, (c) home regular education private schools, or (d) home regular education parochial schools (Bettelheim, 1974). According to Bettelheim (1974), the genesis of these maladies; however, were through deep emotional conditions. In many instances, the emotional conditions are the cause of the inappropriate behavioral patterns (Durant, 1993). According to Durant (1993), since the emotional conditions which cause the behavioral patterns were so deep rooted, the beginning steps towards behavioral improvement must involve finding the emotional conditions which trigger the behaviors and the factors which cause the conditions to develop.

The improvement of the student's behavior lies in the utilization of effective behavior management plans (Crane & Reynolds, 2009). Several varying types of behavior plans exist (Schieltz, 2015). According to Matthew Schieltz (2015), the following are widely used behavioral management techniques:

- (a) behavioral level systems;
- (b) token economies;
- (c) timeout;
- (d) processing
- (e) talk therapy
- (f) physical restraint techniques.

However; prior to the selection of the behavior plan, the student should be given a functional behavior assessment to explore and locate antecedents that trigger the behaviors (Kronick,ed., 1997). Kronick (1997) overviewed several forms of assessments; including indirect and direct assessments.

According to Kronick (1997), indirect assessment involved structured interviews with the students and the adults who work closely with the student. During the interview, the following questions should be asked to the student:

- (a) What are the settings where the behavior occurs?
- (b) Are these the areas where the students do not exhibit the behavior(s)?
- (c) Who are the people which are present when the behavior occurs?
- (d) Are there typical activities and interactions that occur before the behavior takes place?
- (e) What takes place after the behavior occurs?
- (f) Can you behave in a more acceptable fashion than the way you just behaved (Alternative Assessment Strategies, 2010)?

The cornerstone of indirect assessment involves the asking of questions that are designed to discern, relax, and allow the student to open their thoughts and feelings to the staff member (Selekman, 1993). An example of a good indirect assessment question to a student would be, "What were you thinking just before you threw the textbook (Alternative Assessment Strategies, 2010)."

The use of direct assessment follows the observation of the student's behavior and the collection of data which involves (a) how often, (b) where, and (c) for what reason the behavior occurs (Snell & Jenny, 2005). According to Snell and Jenny (2005); once the data is collected,

the staff members can formulate a hypothesis as to why the student committed the infraction(s). For example, the behaviors may be triggered by the fact that they do not possess the skill set to complete the academic work in class or that a classmate is provoking them (Alternative Assessment Strategies, 2010). Once the indirect and direct behavior assessment is completed, then the teacher can decide on the appropriate behavior management plan to utilize (Osher et. al, 2013).

Behavior Management Plans

The first and second of the six behavioral management plans to be overviewed was the level system (Cancio & Johnson, 2007). Edward Cancio and Jesse Johnson (2007) stated that a level system involves the step-by-step movement of a student from a wide range of external controls to eliminate the inappropriate behavior(s) to the goal of student self-management of his or her own behavior. In a level system, each student is given a checklist that identifies the level and behaviors which are targeted for improvement (Schieltz, 2015). If a student successfully fulfilled the expectations for the allotted time for one level, then he or she moved to the next level (Crane & Reynolds, 2009). Examples of level systems goals are the following: (a) follow directions when given, (b) asking to use a pass to leave the classroom, and (c) to ask for help when needed (Fort Brag Unified School District, 2010). If the students fulfill the expectations of one level, then they move to the next level (Crane & Reynolds, 2009). With each level, the students earn more privileges and are given less external controls, controls given to students who struggle with controlling their own emotions and behaviors (Frederick, 2005).

The token economy was a system where an instructor distributed physical tokens of their choice to students who exhibit decreased levels of inappropriate behavior and/or increased levels of appropriate behavior (McIntyre, 2010). The first step in starting a token economy is to

identify the specific behavior which the students need to remedy (Schieltz, 2015). Once the behavior was set to be targeted, the instructor (a) selected the class appropriate type of token to be used or the type that are developmentally appropriate; (b) set the value of each token to be exchanged for tangible items and/or alternative reinforcement; and (c) set the specific day of the week when the tokens could be exchanged for items and/or for auctioning off (Filcheck & McNeil, 2004).

Both Filcheck and McNeil (2004) concluded that the dispersion of tokens from teacher to student had to be consistent and had to be in conjunction with verbal praise. If praise and token dispersion were not connected; the student(s) may forget specifically (a) what the accumulation of tokens are for; (b) hoard their accumulated tokens; and (c) return to behaving inappropriately (Schieltz, 2015). To remedy hoarding, the teacher should set specific criteria as to how many tokens will be given for various appropriate behaviors (McIntyre, 2014). Although more research needs to be conducted on this issue and that various philosophical concerns such as token economies may produce unhealthy competition between students, the token economy can improve student behavior (Filcheck & McNeil, 2004).

When a student displays behavior and behavior patterns that are disruptive, the behavior modification of time out is widely used in therapeutic day school settings (Schieltz, 2015). In level systems and in token economy, the appropriate behavior(s) and inappropriate behaviors(s) must be targeted in order for the technique to work (Osher, et. al., 2013). The student must know the reason for him or her being given any type of behavioral modification (American Psychological Association, 2015).

A time out is the placement of a student in a setting where the stimulus that helped create the inappropriate behavior is absent (Wolf, McLaughlin, & Williams, 2006). Within the realm

of time out, there are three types: (a) exclusionary, (b) non-exclusionary, and (c) isolationary (Wolf et al., 2006). According to Wolf, McLaughlin, and Williams (2006); if a teacher concludes that one of his or her students was behaving inappropriately, then the instructor may move the student to an area of the classroom for a period of time. This is an example of an exclusionary time out, where the placement of the child was away from the area of the classroom where the stimulus existed which helped engineer the inappropriate behavior (Wolf et al, 2006).

A non-exclusionary time out was similar to the exclusionary type in that the student was moved away from the area where the inappropriate behavior occurred (Wolf et al., 2006). However; a non-exclusionary time out setting allowed the student to observe the other students in the area where he or she was removed (Wolf et al., 2006). He or she can then observe the appropriate behavior of his or her classmates (as cited in Harris, 1985, p. 279-289). Removal from recess is an example of non-exclusionary time out (Harris, 1985). Harris (1985) stated that the teacher placed the student in an assigned place on the playground or in the classroom, and instruct him or her to observe a particular student who was behaving appropriately. Once the time out was over, the teacher made sure that the student understood the appropriate behavior which he or she was supposed to be engaged in (Harris, 1985). The final time out was the isolation type, which involved the complete removal of a student from the area where the inappropriate behavior occurred (Harris, 1985). Physically, an isolation time out entailed placing the student in another room, under the supervision of a teacher's assistant for a brief period of time (Yell, 1994, p. 293-301). Yell (1994) stated that this type of time out existed primarily in a special education classroom and was considered highly punitive by critics.

The fourth behavioral technique that has been researched is processing, through Positive Behavioral Interventions and Support, P.B.I.S (Positive Behavioral Interventions & Supports, 2015). Processing with a student involves the following:

- (a) Identification of the inappropriate behavior from staff to student;
- (b) A five minute time-out in the classroom so the student can self-examine his or her inappropriate behavior;
- (c) A private conversation with the staff member who administered to time-out for the purpose of the student to acknowledge why they committed the specific inappropriate act and how they will behave differently when they return to the classroom;
- (d) The student returning to the classroom (PBIS, 2015).

The goal of processing is for the student to not simply identify on their own the behavior which caused them the problem; but the factors which caused them to commit the infraction (PBIS, 2015). According to PBIS (2015), the causes of the inappropriate behavior could be (a) bullying from a peer, (b) trouble at home, and/or (c) effects from medication which they may be taking. Processing is designed to help train the student to place the responsibility of the infraction on themselves (PBIS, 2015).

Talk-therapy, the fifth method, is similar to processing in terms of the student talking to the staff member about the inappropriate behavior (Cherry, 2015). However, talk-therapy is not as structured as processing in that the staff member will allow the student to talk about anything which may be bothering them (Cherry, 2015). The mechanics of talk-therapy would be for the classroom instructor to send the student out of the classroom to speak to the (a) principal, (b) assistant principal, (c) social worker, or (d) school psychologist (Cherry, 2015). The amount of time which the student would spend with the other staff member is dependent upon how the student feels emotionally (NHS Choices, 2015).

The final behavioral management technique in review was the physical restraint of a student (Fogt, George, Kern, White, & George, 2008). The utilization of physical restraints

involved the placement of a student in a physical position by one or more staff workers when the student became physically dangerous to himself, and/or to others (Fogt, et al., 2008). Physical restraints were primarily utilized in settings such as therapeutic day school programs and residential treatment facilities (Fogt, et al, 2008). A residential treatment center is a facility which houses individuals who suffer from emotional maladies to the extent where they need twenty-four hour professional supervision (Durant, 1993).

Several different techniques of physically restraining a exist (Council of Children with Behavioral Disorders, 2009). Two examples which were cited by the Council of Children with Behavioral Disorders (2009), or the CCBBD, are the basket hold restraint and the floor restraint. According to the CCBBD (2009), a basket hold involves the placement of a student in a chair with the staff member crossing the student's arms by each hand and holding their hands from behind. While holding the hands from behind, the staff member slightly pulls on the hands to pressure the student's arms (CCBD, 2009). The floor restraint, or prone restraint, usually involves two staff members, who bring the person to the floor on their stomachs (Ryan, Robbins, Peterson, & Rozalski, 2009). According to Ryan, Robbins, Peterson, and Rozalski (2009); one staff member immobilizes the arms and upper body while the second staff member secures the legs and torso. While the person is in the restraint, he or she is instructed to remain still for a prescribed period of time before being released (Ryan et al, 2009). The employment of physical restraints is a last resort in the use of behavioral management techniques (Fogt et al., 2008).

Observations

The observations of the behavior management plans in operation at the therapeutic programs were as follows:

- (a) Behavioral level system in operation at school number one;

- (b) Behavioral level system at school number two;
- (c) Token economy at school number three;
- (d) Time out at school number four;
- (e) Processing at school number five;
- (f) Talk therapy at school number six;
- (g) Physical restraint at school number seven.

The use of these behavior management techniques were chosen by their respective schools after the initial interviewing of the child and the research on his or her behavioral and academic histories. The data that was collected was then analyzed through the qualitative method of contextualizing (Gay, Mills, & Airasian, 2009).

School number one resided in Chicago's western suburban area. Observation of the school took place during the course of a full day from 8:00 A.M. to 3:00 P.M. Once the schools special education classroom was observed, the final step was speaking to the schools director.

The level system at school number one was composed of six levels. At each level, specific criterion and goals had to be met before a student could be moved to the next level (Cancio et al., 2007). Student one, who suffered from severe emotional disturbance, was on task during the observation period. He diligently completed the English assignment which was given to him by his instructor, teacher number one. As a result, his teacher authorized his assistant to mark his daily performance card, which was signed by the student, teacher, and teacher's assistant at the conclusion of each school day.

If the card indicated that the student had accumulated enough points, he or she had "made their day." After making their day for a series of days, then the student was raised to the next level. In the case of student one, he made his day and appeared to be focused for future success.

By the time student one reached level six, the executive director stated that he was back to the behavioral expectations which his home school district or his regular education private school expected. Teacher one also concluded that the vast majority of their students, including student number one, successfully returned to their previous educational settings (Cancio et al., 2007).

School number two was a self-contained therapeutic program which serviced middle school students from the sixth through eighth grade. The school is located in northwest Indiana. The behavioral management plan, which was much more complicated than the plan used by school number one, was a three stage level system, where all students would start at level one (Crane & Reynolds, 2009). Each stage had ten days. A student had to accumulate a certain number of points in order to “make his or her day (Crane & Reynolds, 2009).” If the student did not make his or her day, they would not move to the next day. In other words; if the student was at stage one/day four and did not receive the necessary points to move to stage one/day five, then he or she would remain at stage one/day four. Each day the students were given a daily point sheet where their points were tallied by the classroom’s teacher assistant. According to Crane and Reynolds (2009), the goal for each student would be to reach the second half of stage three. Once the students reached the second half of stage three, they were then eligible to begin to be mainstreamed, the gradual reintroduction of students with special needs conditions back to the general education environments and into regular education classes (Concordia Online Education, 2012).

The behavioral expectations of the program were written on posters that were taped to the wall where the students could see them. On the marker board, a table was written with the students’ names on the vertical axis. On the horizontal axis, the starting and finishing times for each class period were written. If a student committed an infraction such as (a) talking while a lesson was being taught, (b) talking without raising his or her hand, and/or (c) leaving his or her

seat without raising their hands to ask; then the student would receive a warning. If a student received three warnings during one class period, he would have to sit in a chair in a designated corner of the room quietly for five minutes (Crane & Reynolds, 2009). If the student refused to quietly sit in the chair for the five minute duration or would leave his or her seat without permission, his time would start again. On another poster in the classroom, the students' names and current levels were posted for them to observe.

According to Crane and Reynolds (2009); if the student, during that individual class period, exceeded three restarts, he would be given an office visit. An office visit is when the student would be sent to a designated administrative staff member in the main office. Once the office visit is given, the administrator decided on the disciplinary measure which was appropriate for the student. The other consequence to an office visit is that the student would receive a stage drop. According to Crane and Reynolds (2009), a stage drop is when the student would be sent back from whatever stage they were at to stage one/day one. However; if the student was anywhere within stage three, he or she would drop down to stage two/day one.

Certain behaviors warranted automatic stage drops and automatic office visits. Examples of these types of infractions were as follows:

- (a) Fighting;
- (b) Inappropriate physical contact or physical aggression towards staff and peers;
- (c) Leaving the classroom without permission;
- (d) Use of profanity (Crane & Reynolds, 2009).

If a student was positioned anywhere in stage one or stage two, the automatic stage drop infractions would move them back to stage one/day one. If the student was anywhere within

stage three and committed one of the above infractions, then they would drop to stage two/day one.

As previously stated, the privileges increased as the students moved up in stages. On their first day of class under the Crane/Reynolds program, the students began at stage one/day one. At stage one/day one, the students had to adhere to the following:

- (a) They had to be picked up by the classroom staff members at the start of the school day and had to be escorted to the school buses at the end of the school day;
- (b) They had to be escorted to the designated classroom under staff supervision;
- (c) They had to use the washrooms in the classroom and could not use the hallway washrooms;
- (d) They had to eat their breakfast and lunch in the classroom;
- (e) They had to sit by themselves at their own table (Crane & Reynolds, 2009).

At stage two, the students were allowed to use the hallway washrooms and drinking fountains one time per-day and were allowed to eat breakfast and lunch in the student cafeteria under staff supervision (Crane & Reynolds, 2009). At stage three, the students had the following privileges;

- (a) They could walk to the classroom in the morning and could walk to the bus area at the end of the day without supervision;
- (b) They could eat breakfast and lunch in the student cafeteria without supervision;
- (c) They could share a table with another level three student in the classroom;
- (d) They could participate in the school's extracurricular activities (Crane & Reynolds, 2009).

Between each class period, the students received a five minute recreational time where they could engage in certain activities. The choice of activity depended on what stage in the level

system which they were on. If the students were at stage three, they could sit at the same table and engage in activities with other level three students.

According to classroom instructor number two; under the Crane/Reynolds system (2009), student two displayed quality days and days where she did not perform very well. The reasons for the inconsistencies were broad. She actually rose to stage three a total of three times during the school year. However, according to teacher number one, she would become intimidated at stage three, because she knew that, in the second level of stage three, she would have to be mainstreamed. If a student rose to the second half of stage three, they had to begin the mainstreaming process. Consequently, her behavior worsened when she moved into stage three.

On the day of observation, she looked at the tracking poster and found out that the classroom teacher had given her a stage drop from stage two/day one to stage one/day one for having used profanity on the previous day. On the day prior to her using profanity, she was sent to the corner chair after receiving three reminders for talking out of turn. She then received an office visit for refusing to sit quietly for five minutes. Consequently, her office visit moved her down from stage three/day two to stage two/day one.

When she saw that she had dropped to stage one/day one, she lost her temper and screamed at the instructor, "I hate you!" She then picked up an object and threw it across the classroom, which warranted an automatic office visit. When she returned to the classroom, she was under control. She sat at the table and began to work hard again.

Some very unusual and reprehensible things were displayed by the teacher's assistant on that day. A constant flow of profane language was hollered out to the students from the assistant on that day. Excessive profanity was one of the primary reasons why the students in this program were there, and their observance of the classroom assistant using profanity was very damaging to

the teacher's ability to maintain order. After the student's lunch period, the students were working quietly on a science assignment, and the assistant committed an infraction which shocked the instructor. However, the instructor did not address the assistant on her behavioral infraction. When asked as to the reason why the assistant was not talked to about her infractions, the teacher stated that he was concerned about her losing her temper and shutting down completely. Consequently, timidity kept the instructor from doing what was necessary for the benefit of classroom discipline (Rasmussen, 2013).

School number three worked with students who struggled with (a) behavior, (b) reading, and (c) math. Their teachers serviced students from kindergarten to eighth grade who were either in remedial education or in special education levels. The teachers were trained in a very specific and scripted form of teaching (Catapult Learning, 2015). For reinforcement, the teachers distributed physical tokens to the students (Catapult Learning, 2015). Teacher number three gave his students tokens for the following:

- (a) when they answered questions correctly;
- (b) when they answered them incorrectly but displayed effort;
- (d) when they raised their hands and did not speak until called on; and
- (e) when they helped their peers (Cherry, 2015).

At the end of the week, teacher number three would take his students to the store room to purchase items with the accumulated tokens (McIntyre, 2014).

The education manager of school number two stated that the token system worked well in improving the students' behavior and reading levels if the tokens were distributed correctly. He stated that correct token distribution involved his teachers giving them to the students for specific

reasons (Filcheck et al., 2004). According to Filcheck (2004), they were not to be given to bribe the students to behave properly. He stated clearly that tokens were to be earned, and not to be given as manipulatives for good behavior.

Student number three, however, was observed hollering at the onset of the class. He became increasingly more obstinate when his peers continued to receive their tokens due to their hard work and due to their compliance with classroom expectations. According to student number three's teacher, the more time which she helped student number three focus on the mechanics of the reading assignment and not on the tokens, the more the student improved on his reading. Teacher three also stated that as time went on and the volume of tokens which were given to student three increased; the less student three cared about receiving them. By the end of the school year, student three worked hard, because he saw that his own reading abilities improved (Schieltz, 2015).

The observation of the use of time out took place at a special education therapeutic program of four schools that were located in the Chicago suburban area. According to administrator number four, time outs are most effective when administered consistently when inappropriate behavior occurs (Kaiser & Rasminsky, 2010). According to Kaiser and Rasminsky (2010), they also needed to be given in as encouraging a means as possible.

After three warnings from his or her classroom teacher, the student would be escorted by support service staff to the time out room, where they were required to sit quietly for five minutes. While in the time out room, the student could not accumulate points, which were essential to the process of returning to the school that sent them to this particular program. If the staff member (primarily the classroom teacher) gave a time out, then the staff member had to do so in the most therapeutic (gentle and respectful) way possible. For example, teacher number

four observed student number four saying profane words in class. Consequently, a first reminder from the teacher is given to the student. Two more language infractions from student four placed him in the time out room for five silent minutes (Wolf et al., 2006).

Under the supervision of two support staff workers, the student was required to acknowledge with the support worker that he or she agreed with the teacher that the behavior was unacceptable and that he or she would not engage in the behavior again (Dowd & Tierney, 2014). According to Dowd and Tierney (2014); if the student refused to sit quietly for the five minute period and/or refused to acknowledge his infraction, he or she would remain in the time out room until he or she complied. This time out format and analysis was stated in an interview with administrator number four of school number four.

School four, as stated previously, was a large therapeutic day school program which serviced students with severe emotional disturbance and behavioral disorders throughout the Chicago area. Two of the schools were located in the northern suburbs, one in the central suburban area, and the third in the south suburban area. As previously stated; the executive director reiterated that time outs have to be administered correctly and in a (a) gentle, (b) non-judgmental, and (c) supportive manner for them to foster lasting behavioral change (Kaiser & Rasminsky, 2010).

A premier example was conducted while the class was being observed. Student four stated a profane comment to a classmate while under the supervision of teacher four and the assistant. The teacher then addressed the student that the profanity constituted a first reminder and that two more infractions would yield a time out. Unfortunately, student number four failed to listen and was sent to the time out room. Before the student was removed from class, the teacher very gently stated to the student that she wanted him to return to class because she

believed in him (Wolf, et al., 2006). The student, consequently, returned to class in five minutes and remained on task for the rest of class period. As administrator number four stated; when the time out was given properly, then the technique worked effectively in improving behavior (Dowd & Tierney, 2014).

Student number five, during American History, was not on task. He was talking and being disruptive. Consequently, teacher number five requested that he take what they called a “seat back,” which required the student to stop what he was doing and move his chair six feet away from his desk for five minutes (PBIS, 2015). While away from his desk, the student was required to sit silently for five minutes for the purpose of reflecting on who and/or what caused them to behave inappropriately (PBIS, 2015). Student number six, after completing the five minutes, went into the hallway with the teacher to process. During the processing, the teacher asked student number six the required set of questions, and student number six answered the questions correctly (PBIS, 2015). He then returned to class and behaved appropriately for the rest of the day.

Through talk therapy, student number six was taken out of the classroom, because she would not behave and do her work (Kaiser & Rasminsky, 2010). She was sent to administrator number six’s office and was in the office for approximately an hour. During that period of time, administrator number six talked to her and gave her a puzzle to work on. The administrator then sensed that student number six had calmed down enough to be sent back to class.

Administrator number six was flexible with student number six and gave her time to relax with the puzzle (PBIS, 2015). Once the student was engaged in completing the puzzle, the administrator began the talk therapy to find out why the student misbehaved (APA, 2015).

Administrator number six was very patient in her search to find out from the student what was wrong (APA, 2015).

In the case of using time out; if a student does not comply in the time out room and becomes physically dangerous to himself and to others, a physical restraint was administered (Zupek, 2010). This is the standard reason for the utilization of physical restraint techniques. However, exceptions exist to norms extensively (Yankowski, 2012). The technique of physical restraint was observed in a special education program in Chicago's south suburban area. Although no student was physically hurt during the one day observation of the program, administrator number seven stated the procedure as follows:

- (a) Two staff members were to inform the student that he or she was about to be restrained;
- (b) One staff member was to grasp the right arm between the upper arm and the forearm, while the other staff member was to do the same with the left arm;
- (c) The staff members would bring the student to the floor face down;
- (d) One staff member would immobilize the arms and upper body, while the other immobilizes the waste and legs;
- (e) The student would be told by the lead restrainer (the restrainer covering the upper body) that they need to be silent for two full minutes;
- (f) If the student complies, then the lead restrainer will inform the student that they will release one arm and leg at a time. While complying, the lead restrainer will encourage him or her for effectively complying.
- (g) Once released, the student will sit quietly for five minutes in the time out room and repeat the original time out procedure (CPI, 2015).

As with the time out, administrator number seven stated that as long as the restraint is administered in the above format, the student's behavior had a good chance to improve (CPI, 2015). The overhead fact which most students will acknowledge is that he or she would not wish to be physically restrained again (Fogt, et al., 2008). Along with a myriad of other reasons, administrator number seven stated that the above factor is a prime reason why physical restraints do not occur very often (Fogt, et al., 2008).

However, my observation of student number seven and of the program in general was not consistent with administrator number seven's confidence in physical restraint. The purpose of using physical restraints is to keep the individual who is being restrained from harming him or herself or from harming other people (CPI, 2015). In this therapeutic program; along with being physically dangerous, physical restraints were administered for reasons such as (a) not following directions, (b) being disagreeable with staff members, and (c) not being on task. The process of a student who received a physical restraint in this program were as follows:

- (a) The student had to receive three reminders (warnings) in his or her classroom;
- (b) After the third reminder, the classroom teacher's assistant escorted the student to the school's on-call room;
- (c) In the on-call room, the student had to sit quietly for five minutes;
- (d) After the five minutes were finished, the student had to verbally acknowledge to the on-call supervisor that he or she would not engage in the behavior again;
- (e) If the student would not sit quietly or refused to process with the on-call supervisor, then the student would be restrained (Yankowski, 2012).

In terms of the mechanics of physical restraints, the common procedure was that the student would be (a) lowered gently onto a mat or cushion; (b) would be immobilized by one staff

member on the upper body and by the other staff member on the legs; and (c) held down until they agreed that they would be safe to themselves and to others (CPI, 2015). However; in this program, the student would be taken down by any means, even if the take down was dangerous. They also would be restrained on hard floors without a mat. Once the student was on the ground, the following took place:

- (a) One staff member would immobilize one arm;
- (b) Another staff member would immobilize the other arm;
- (c) Another staff member would immobilize the legs;
- (d) If the student would not comply or agree to behave themselves, extra physical pressure was administered to the arms and to the legs;
- (e) If the student still would not comply after a half hour in restraint, the student would be transported to a school whose physical restraint technique was even more physically punishing than school number seven's (Yankowski, 2012).

The overwhelming amount of restraints that were administered on the day of observation and that were reported to during the interview sessions with administrator and teacher number seven displayed that their use of physical restraints was not producing the behavioral improvement which they were hoping for. Some students even asked their instructors if they could be physically restrained so that they could be sent out of the classroom (Osher et al., 2013).

This was especially true for student number seven. Student number seven was an eighth grade student who was sent away by his parents to live in a group home setting. His mother and father were adamant that they no longer possessed the ability to control him in their home. In the therapeutic program where he was observed, student number seven was on medication for his

behavioral and emotional disabilities. He also had a one-to-one teacher assistant to help him with his classwork and to help him maintain positive behavior.

However, the communication between teacher number seven and her teacher's assistant was not satisfactory. Student number seven was observed leaving his desk and even leaving the classroom to test the assistant. This particular teacher's assistant was then roped into power struggling with the student which led to the student being restrained four times on that particular day of observation with no positive behavior change (Yankowski, 2012).

Teacher number seven was also observed to be verbally inappropriate with student number seven and to the rest of her class. She hollered at him frequently and often sent him to the on call room with the assistant. This instructor was observed on that particular day pushing her disciplinary duties on to the assistant, rather than formulate a program to alleviate the student's misbehavior. However, most of the cause of student number seven's lack of behavioral change was due, in part, to the overuse of physical restraining (Yankowski, 2012).

Chapter Summary

The observation and interview process of this study concluded that the effectiveness of a behavioral management plan is only as effective as the commitment by the staff to implement the program (Rasmussen, 2013). School numbers one, three, four, five, and six were extremely effective because (a) the administrators believed in the programs and the staff members who implemented it; (b) the teachers believed in the program and in their students ability to improve; and (c) the students believed in their teachers and, ultimately, in themselves (PBIS, 2015). School numbers two and seven were not effective because they did not manage their programs effectively for reasons such as:

- (a) Timidity towards the management of their staff members;

- (b) Lack of confidence in the program in place;
- (c) Lack of confidence in the student's ability to improve;
- (d) Lack of confidence and respect for their administrators (Rasmussen, 2013).

Consequently; according to Rasmussen (2013), an effective behavior management plan must be made effective by the people who are utilizing it.

Chapter III

Methodology

The purpose of the study was, through qualitative research, to identify the strengths and weaknesses of behavioral management plans in therapeutic day school programs by contextualizing the data through the viewpoints of the school's respective (a) administrative staff, (b) teaching staffs, (c) students, and (d) my own interpretation (Gay, Mills, & Airasian, 2009). The research approach, very thorough, was through qualitative strategies such as (a) interviewing, (b) observation, (c) categorization of the field notes that were taken, and (d) developing themes from the field research (Gay et al., 2009). The focus is on five therapeutic day school programs and the behavioral management plans which they utilize.

Participants

The schools in the study were drawn through purposeful sampling (Gay et. al, 2009) of a group of therapeutic day school programs. The seven therapeutic day school programs were located in the Chicagoland area. The schools served twelve to twenty year old students with behavior disorder and severe emotional conditions. Of the five schools, a total of (a) seven administrators were interviewed, (b) seven teachers were interviewed, and (c) seven students were observed. The ages of the students who were observed were between the ages of 14 to 23 years old.

Instrumentation

The administrators were interviewed about the effectiveness of the behavioral plans which they have in place. The interviews consisted of ten questions that (a) covered facts of the school, (b) identified the size of schools' faculties, (c) identified the schools' total student

population, and (d) identified each school's respective behavioral management plans. The following are three of the ten interview questions which each school administrator was asked: (a) where is the location of your school, (b) what are the specific reasons why the students have been sent to your program, and (c) when a student misbehaves, what are the school's policies and the consequences to the specific behavior(s) (Gay et al., 2009)?

The teachers of the particular students who were observed were asked a set out ten interview questions as well. The following are three of the ten interview questions which were given to the student's teachers: (a) are the classes departmentalized or do the students stay in one room for the day; (b) what are the built in incentives in the level systems; and (c) how many students do you service on average in your classroom (Gay et al., 2009)? Generally the questions covered the following three areas: (a) how the classroom teachers administered the behavioral plan in their respective classrooms; (b) how other staff members such as teacher's assistants are utilized by the teachers for implementation of the behavioral plan; and (c) how the behaviors of the students are specifically monitored (Mink & Kaplan, 1970).

Field notes were taken during the observation of the particular students whom the classroom teachers selected from his or her group (Gay et. al., 2009). According to Gay, Mills, and Airasian (2009), the notes indicated the student's behavior in class and how his or her behavior matched up with the benchmarks of the behavior management plan that was in place. In addition, a brief identification of the school's history was conducted for the purpose of determining how long the school's behavioral management plan has been in use and how effective the plan has been in improving student behavior.

Procedures

The following was the step-by-step plan. The five selected therapeutic schools were chosen from a list of twelve therapeutic schools in the Chicagoland area that were known of and that were posted over the internet (Private School Review, 2015). The criteria was that the programs utilized a behavioral management plan. From that point, the administrators of the five programs were interviewed in regards to the effectiveness of their respective programs' behavioral management plans. One student from each school, which brought the total number of students observed to seven, was observed in the classroom as to how effective the schools' behavior programs were for the behavioral improvement of the seven students (Read, 2008). Each of the school's administrators chose the teachers to be interviewed. The teachers then chose the students in their class to be observed.

The procedures which were employed identified the strengths and weaknesses of the identified behavioral management plans (Read, 2008). The study began with the interviews of the school's selected administrators. If the school's principal or top administrator was not able to conduct the interview, then they delegated the interview to another staff member. Once the administrative interviews were finished, interviews were then conducted of the students' teachers. The third phase of the process was the observation of the selected students in their classrooms. The students were observed in their classroom settings for a selected day. The factors under observation were their behaviors at the onset of the school day to the end of the school day, with attention being paid to the effectiveness of the behavioral plans being utilized in the classroom.

Data Collection

The data collection method was through the interview and observation process. The administrators of the schools identified the specific areas of behavioral improvement which the

students have accomplished. Also, the behavioral management plans that utilized daily point sheets to track the student's behavioral improvement on a daily basis were overviewed. Although this study follows the qualitative approach, some statistical proof of the students' behavioral improvement were tracked through the point sheets (Read, 2008). Two of the five therapeutic day school programs which were analyzed utilized point sheets to track student behavioral progress. However, this study was primarily researched through the qualitative approach (Gay et al., 2009). The principal reason for this is that students who suffer from behavioral and/or severe emotional conditions have times of calm and of volatility which are difficult to track statistically (Fenell, 2015).

The difficulty in statistically tracking the effectiveness of behavior intervention plans with students who have social emotional conditions are widespread. Socio-economic factors such as lack of adequate health insurance or no health insurance may prevent families from having the finances to afford medication for their handicapped children (American Psychological Association, 1975). If students in therapeutic programs who suffer from depression, bipolar disorder, and schizophrenia do not have the adequate medication to help them cope with their conditions, then the effectiveness of the behavioral intervention plans was limited (Fenell, 2015).

Data Analysis

The data that was collected through the a. interviews of the administrators, b. the interviews of the teachers; and c. the observation of the students through the school day were studied for the purpose of finding patterns and themes (Gay et. al., 2009). Although the completion and tabulation of point sheets to track student behavior can help, far too many factors exist to leave conclusions solely based on statistical data (Osher et al., 2013). The collected data

was then organized into three subcategories which were a. the student's specific condition; b. the teacher's classroom management of the behavior management plan; and c. the administration of the consequences by the teacher of the student's behavioral improvement or resistance (Crane & Reynolds, 2009). The resulting data was then overviewed multiple times for the purpose of finding themes in the effectiveness of the behavior management plans at the seven respective schools (Gay et. al., 2009). One theme which was interpreted through the data was that the particular students being observed functioned better with quality teachers who implemented behavioral management plans (Webster, 2015). Another theme was how did the classroom teacher and the classroom staff (if the teacher had assistants in the class) administer the plan. Where they gentle and respectful in their delivery of the consequences to the misbehaviors or were they reactive due to frustration (Osher, et al., 2013).

Chapter Summary

The effectiveness of behavioral management plans in therapeutic day school programs were conducted through the qualitative methods of interviewing and observation that have been identified in this study. From the interview process and the overview of the study findings, a concise conclusion was made of the overall effectiveness of the respective plans through the analyzing of patterns in the students behavior that related to the classroom staff's implementation of the behavioral management plan in use. The names of the schools were kept confidential by identifying the schools as school numbers 1, 2, 3, 4, 5, 6, and 7. The names of the teachers were kept confidential by identifying the teachers as teacher 1, 2, 3, 4, 5, 6, and 7. The names of the students were kept confidential by identifying them as students 1, 2, 3, 4, 5, 6, and 7.

Chapter IV

Results

The purpose of the study was to retrieve data on the effectiveness of the behavioral management plans in use at the seven selected therapeutic day school programs. Interview questions were provided to therapeutic day schools one, two, three, four, five, six, and seven. The questions were given to administrators one, two, three, four, five, six, and seven and to teachers one, two, three, four, five, six, and seven. The administrators and teachers were given a one and one half week period to complete the questions. When the one and one half week period was over, the answers to the interview questions were collected. Emails were sent to the administrators of the seven schools with the interview questions for themselves and for the instructors whom they selected. They all responded to the emails.

Demographics

The interview questions were emailed to the seven administrators of the seven selected therapeutic day schools. All of the seven administrators responded. The administrators then selected the one teacher in their respective schools. The teachers, in turn, selected the student to be observed in their classroom. As a result, twenty-one people participated very actively in the study: (a) administrators one, two, three, four, five, six, and seven; (b) teachers one, two, three, four, five; six, and (c) students one, two, three, four, five, six, and seven.

Interviews of Administrators

The interviews which were conducted with the school's administrators were all informative, but the substance in some of them did not display an overall tone of success in their programs. No behavioral management plan is perfect, and weaknesses are present (Durant,

2010). Each respective school's program was rated effective in areas and ineffective in other areas. These benchmarks of the programs overall effectiveness were as follows:

- (a) The duration of the specific plan that was in place;
- (b) The years that the school has been in operation;
- (c) The coordination of the school staff in implementation of the plan;
- (d) The diminishment of the selected students' behavioral maladies (Kronick, 1997).

Administrator Number One

Administrator number one helped formulate a program that was effective in structure and in appearance. The level system that was utilized was meant strictly for behavioral change, but flexibility was allowed (Georgia Department of Education, 2014). Upon each day, if the student worked hard and made efforts to show improvement, the staff members would award him or her with positive reinforcement that was not always structured. Structure is good, but flexibility and spontaneity are also effective (Durant, 2010). If a student came to school in a negative mood, the staff would (a) take the student for a walk, (b) take the student to the gymnasium to shoot baskets, or (c) take the student to have a conversation (Morin, 2015). Administrator number one discussed these things in the interview and the school backed up her information which she gave to me while observing the class. She also spoke of the success which the school had in helping the students return to their home schools.

Administrator Number Two

Administrator number two, during the interview, stressed that the Crane/Reynolds program had to be followed strictly. Her claims about the behavior management plan in operation did not translate into the classroom. A great deal of the Crane/Reynolds program which

she illustrated in the interview hardly took place in the classroom during the observation (Crane & Reynolds, 2009). In the interview, she spoke of the specific levels and factors which would move the students up or down. She also spoke that if the program was implemented fundamentally or “by the book,” then the students should be successful in their behavioral improvement. The information which she spoke to me of during the interview, however, did not match what was observed during the observation.

Administrator Number Three

Administrator number three was a good man. He was genuine and honest in the interview. He did not pretend to think that their system was flawless. However, he communicated that if the program had potential to significantly help people better themselves and if everyone on the staff was on board with the program; then good results had the potential to be achieved (Osher et al., 2013). He spoke very frankly about the teachers having a positive attitude with their students. The distribution of the tokens was, in his viewpoint, the behavior management plan (McIntyre, 2014). He emphasized during the interview that the teachers were to distribute the tokens when the students did something to earn them; such as (a) behaving appropriately, (b) answering a questions correctly; and (c) encouraging classmates to keep trying (McIntyre, 2014).

Administrator Number Four

Administrator number four had the principal and the assistant principal join in the interview. He was informative about the program and spoke of the success the school has had in the behavioral improvement of its students. The two principals naturally supported him. If the utilization of time out is done consistently, then time out will be successful (Fredericks, 2005). This is what he believed. A behavior management plan has to be implemented in a fundamental

manner with all staff in support of it (Dowd & Tierney, 2014). Unlike administrator number one, he stressed during the interview that the behavior management plan had to be strictly followed (Dowd & Tierney, 2014).

Administrator Number Five

Administrator number five had the program's assistant director with her in the interview. She stressed that the script to be used during the processing had to be memorized. This made sense because to read questions from a piece of paper to a student who was off task could escalate the student's condition (PBIS, 2015). She also believed in flexibility between staff and students. If a student came to school off task or was experiencing symptoms of a physical or emotional condition, the staff members should back off the set a routine to help the student in their current situation (APA, 2015).

Administrator Number Six

Administrator number six was focused, through conversation, on drawing out the inner causes of her student's emotional conditions (National Health Service Choices, 2015). She stressed during the interview that patience and compassion were key factors in bringing out the internal struggles which her students have had (NHS Choices, 2015). She stated that due to the fact that so many of her students have come from homes where their parents and siblings do not listen to them, inner anger and tension are created in her students (Osher et al., 2013).

Administrator Number Seven

During the interview, administrator number five spoke well of the utilization of physical restraint for behavioral improvement. Unlike the other schools which used physical restraint for the purpose of safety, he stated that restraining students was to be done if a student was simply

off task (Yankowski, 2012). In other words, he stated that if a student was not working hard enough in his or her classwork, they were to be restrained. Through later observation, his program of physically restraining students to help them improve their behavior became a short run and reactionary tool for the staff person to simply quiet the student down when they became annoying (Ryan et al., 2009). However, student number five's constant placement into physical restraints angered him and only made his behavior worse (Ryan et al., 2009).

Interviews of Teachers

Several of the teachers who were interviewed shared with their administrators' support of the behavioral management plans that were in place, while some of the instructors positions were very different. Some exuded confidence in their respective programs, while some of them spoke critically of the programs which were being implemented. They all, however, were committed to the programs which they were required to implement.

Teacher Number One

During the interview, teacher number one was a very soft spoken individual. She was also very calm in her demeanor. She utilized the management plan in place but took advantage of the flexibility which the school's administrator encouraged (PBIS, 2015). She gave an example of a student who came to school in a bad mood. The student's home situation, she stated, was a difficult one. As a result, his coming to school with a negative demeanor was common. As a result, she would instruct her assistant to take him to the gym to shoot baskets for about fifteen minutes. By doing this, the student would begin feeling better and would move on task (PBIS, 2015).

Teacher Number Two

Teacher number two was an individual who worked very hard and who gave his best. He wanted student number two and the rest of his class to improve both behaviorally and academically. He was, however, not as confident as some of the other teachers who were interviewed (Rasmussen, 2013). He mentioned during the interview that the director's instruction to follow the management plan strictly was not backed up by the director in regards to student number two and the rest of the class (Crane & Reynolds, 2009).

He spoke of one particular example with student number two who was placed in time out frequently for the inappropriate behaviors that were listed on the Crane/Reynolds posters (2009). Rather than back up the instructor when student number two's parent called complaining about teacher number two treating her son worse than his peers, the director agreed to let student number two's grandmother sit in class for the entire school day to make sure that teacher number two was not treating student number two unfairly. After four days of this, teacher number two stated during the interview that student family members were allowed to be in class for only one half hour per week (School City of Hammond, 2015). The frustration which teacher number two displayed during the interview was observant during the observation.

Teacher Number Three

During the interview, teacher number three showed that he was very fond of the token economy system. He communicated that if student number three knew that a tangible reward would come for good behavior and for good work; then student number three would respond positively (McIntyre, 2014). However, he also communicated that eventually the student's motivation needs to move from working for a physical reward to working for the joy of learning (McIntyre, 2014). He was very emphatic that with a token economy, a level system was not

necessary (McIntyre, 2014). The evolution of the students desire to work hard in class for tokens to working hard for the personal joy of learning was always taking place (McIntyre, 2014).

Teacher Number Four

Teacher number four communicated a complete fondness toward the behavioral management plan of time out that was utilized in his program. He spoke of the program with a great deal of confidence. As the program's director believed, he strongly believed in the program that was in place and was convinced that if the program was followed fundamentally; then the objective of behavioral improvement would be achieved (Kaiser & Rasminsky, 2010). He was also extremely complimentary of the school's support staff in implementing the program. In terms of student number four, the strict application of the behavior management plan in place helped the student successfully return to his home school (Kaiser & Rasminsky, 2010).

Teacher Number Five

Teacher number five stressed during the interview that the administrators application of the behavior management plan of processing was too flexible. According to teacher number five, far too many breaks were given to the students (Fredericks, 2005). The teacher believed that several of the students took advantage of this liberal volume of flexibility. Along with the large amount of seat backs and processing times, the teacher also stated during the interview that when the results of a major assignment were graded; administrator five told teacher number five to not record the grades because they were too low. Administrator number five then stated that teacher number five should not record grades anymore and grade on participation only.

Teacher Number Six

Teacher number six communicated very emphatically on his appreciation towards administrator number six's program of talk therapy for behavioral improvement. The program was based on respect between staff to student and student to staff (NHS Choices, 2015). The teacher also communicated how happy student number six and the other students were at the school. If a student was experiencing a behavioral struggle, then allowing the student to spend time with a person who was skilled in the area of behavioral management was an ideal thing to do (NHS Choices, 2015).

Teacher Number Seven

Teacher number seven, in the interview, referred to student number seven as "terrible." She did not give any positive complements about him. Student number seven needed a one-to-one teacher's assistant in a therapeutic program where a great volume of attention is given in general (Kronick, 1997). She came across very angry and very judgmental towards not only student number seven, but to the overall program in general. She not only yelled at her students, but to her support staff as well. On the day of observation, her hollering at one of her students almost caused the student to physically attack her. Her teacher's assistant stepped in between her student and the teacher to settle the student down. As a result of the melee, the principal ordered that the student be sent to another school where even stricter policies were in operation.

Chapter Summary

The interviews and observations of the therapeutic programs were administered over a five week period. The results were that five of the school's behavior management plans were successfully implemented while two of them were unsuccessfully implemented. Interviews were

conducted with seven administrators and seven teachers. After the interviews, seven students were observed in the classroom. The interviews of the administrators involved completing a set of ten questions which were geared towards their overall impressions of whether their behavior plans were successful or not. The interviews of the teachers involved completing a set of ten questions which were geared towards their impressions of how they implemented the plans in their classrooms (Gay et al., 2009). Also, they explained why they felt that strict adherence or flexibility of the plan's benchmarks would bring significant and lasting behavioral improvement to their students or not. Through the process, five of the seven schools exhibited, through the (a) interviewed administrators, (b) the interviewed teachers, and (c) the observed students, success in behavioral improvement (Fredericks, 2005). These were school numbers one, three, four, five, and six. School numbers two and seven were not successful, because the people involved in the implementation of their plans (a) did not work together effectively, (b) did not communicate the expectations of the plans effectively, and (c) did not simply get along with each other (Fredericks, 2005).

Chapter V

Discussion and Conclusion

This study was enacted to examine the effectiveness of behavioral management plans in therapeutic day school programs. The examination focused on the seven behavior management plans in seven therapeutic day school programs. Within the examination, the study identified the opinions of seven administrators and of seven teachers concerning the behavior management plans that are currently in place at their respective schools. Through the interview process, the facts, opinions, and feelings of the educational staff at each school were identified (Gay et al., 2009). The administrators and the teachers at the schools expressed their opinions and emotions about the effectiveness of the programs in place. The programs that were effective were the ones where the administrators and the teachers shared similar convictions on how the programs should be utilized (Caruana, 2011).

Discussion

The results of this examination offers insight into the effectiveness of behavior management plans. The effectiveness of the plans in place are weighted by the following:

- (a) The viewpoint of the administrator(s);
- (b) The viewpoint of the teacher;
- (c) Through the observation of the selected students;
- (d) Through the analysis of the behavior management plans itself (Durant, 2010).

The opinions of the administrators and the teachers towards the effectiveness of their respective behavior management plan is not simply driven by emotion (Caruana, 2011). They have built their positions towards the programs through implementing them over a significant period of time

(Osher, et al., 2013). The time of year that was chosen to conduct the examination was after the halfway point of the year. This allowed for a significant amount of time for the instructors to gather enough quality data in terms of the following:

- (a) homework assignments,
- (b) behavioral point sheets,
- (c) report cards,
- (d) classroom assignments (Osher et al., 2013).

Conclusion

The overall effectiveness of the behavioral management plans that have been analyzed involve the following criteria:

- (a) Analysis of the behavior management plan on paper,
- (b) Administrative and teacher point of view,
- (c) Live examination of students during the school day (Webster, 2015).

These three areas were analyzed as to the effectiveness of the plans in place. The observations were conducted after the program literature was reviewed and the administrative/instructional points of view were studied.

Analysis of the behavioral management plan on paper

School number one's level system was effective because it was structured effectively in its expectations of the students at each level. However, the plan allowed for flexibility as well. If a student was in need of a break from his classwork or if a student arrived to school feeling

negatively, the plan would allow for a staff member to spend increments of time to help the student feel better (APA, 2015).

The Crane/Reynolds level system, which was used by school number two, had the potential to be effective if all the staff members were on board in its implementation. The structure of each level and the requirements of the students to move up in levels were clearly identified (Crane & Reynolds, 2009). Furthermore, the exact consequences for good and inappropriate behavior were clearly identified through the placement of those expectations on the wall for the students to view (Crane & Reynolds, 2009).

In the token economy system, the reward of physical tokens by the instructor to his or her students for academic and behavioral improvement was effective, because the students desired to earn the tokens (APA, 2015). They desired the tokens, because the tokens would allow them to purchase items which they wanted (McIntyre, 2014). Token economy was a simple system. If the students behaved and worked well, they would earn the tokens. If the students did not work hard and behaved poorly, they would not receive them (McIntyre, 2014).

The Boys Town Model was studied to analyze the effectiveness of time out (Dowd & Tierney, 2014). According to Dowd and Tierney (2014), this time out system allowed the students to understand that negative consequences would be administered for inappropriate behavior. Through inappropriate behavior, a student would be sent to a specific room for the purpose of silent reflection on the negativity of their behavior (Dowd & Tierney, 2014). The student could leave the room after remaining quiet while seated for five minutes and after acknowledging to the time out room manager that they would behave when they returned to class (Dowd & Tierney, 2014). Like the Crane/Reynolds model; if the staff were unified in working

together to use the program effectively, time out could effectively improve student behavior (Dowd & Tierney, 2014).

Through processing, the student was to reflect on the core reason(s) as to why they committed a behavioral infraction (PBIS, 2015). Internal emotions of one form or another create external behavior (APA, 2015). The discovery of the reasons for inappropriate behavioral outbursts were to be discovered through a very scripted set of questions that the school staff members were required to memorize (PBIS, 2015).

Like processing, talk therapy was geared to draw out the internal emotions that precipitate inappropriate behavior (NHS Choices, 2015). The difference was that the student would be sent to a person who was qualified in the area of counseling (Greenlaw, 2015). Also, there was not a time limit placed on the student. The rationale is that the formulation of behavior patterns takes place over long periods of time (APA, 2015). Consequently, the alleviation of those behavioral patterns would take time as well (NHS Choices, 2015).

For the majority of therapeutic programs, the employment of physical restraint is to keep individuals from physically hurting themselves and/or physically hurting others (The Council for Children with Behavioral Disorders, 2009). The utilization of physical restraint to improve behavior, however, could cause several problems (Yankowski, 2012). For example, physically restraining a student for uttering a profane word could be viewed as punitive (Yankowski, 2012).

Administrative and Teacher Point of View

The viewpoint of administrator and teacher number one towards the level system in place at her program was that the steps and procedures were to be followed by students and staff. However, the program left room for the staff members to be flexible to help their students during

the day (Fredericks, 2005). According to Fredericks (2005); if a student came to school feeling bad about something that happened outside of school, then the staff could help them by taking them somewhere in the building to talk or to calm down. Consequently, this flexibility could help foster strong staff to student relationships, which could lead to behavioral improvement by the students (Cherry, 2015).

The administrative and instructional attitude towards the Crane/Reynolds level system was positive if the precepts of the program were carried out fundamentally (Crane & Reynolds, 2009). The program had to be followed exactly in order for it to be effective. The director of the program and the selected teacher both stated that if the program was not strictly followed by the staff, then the program would not be effective (Crane & Reynolds, 2009).

The administrative and teacher viewpoint of token economy was that a token economy would bring excitement to students if their behavior and their academic standing improved (McIntyre, 2014). Through Catapult Learning (2015), the tokens had to be given to students if they (a) answered questions correctly, (b) tried hard, and (c) helped encourage their classmates to try hard. Through token economy, the students would eventually substitute their desire to improve their behavior to receive tokens to desiring to behave and learn for the reward of learning itself (McIntyre, 2014).

According to administrator and teacher number four, if the time out system was administered consistently, then the students would realize that being placed in a time out room would be counterproductive towards their chances of behavioral improvement and towards returning to their home schools (Kaiser & Rasminsky, 2010). The administrator and the chosen teacher stated that the simple goal of time out is for the students to realize that being placed in time out would be a counterproductive waste of their time (Kaiser & Rasminsky, 2010). Very

little could be gained by the student if they are placed in a room where they were being watched and where they were required to be completely silent (Kaiser & Rasminsky, 2010).

The teacher of school number five did not share in the administrator's viewpoints of the flexibility needed through processing. Although flexibility is an important factor in helping students feel secure and appreciated by staff, too much leeway could draw the student off task (Crane & Reynolds, 2009). The teacher mentioned how this problem manifested itself on several occasions in his classroom.

Administrator number six and teacher number six were extremely united in the talk therapy program that was in place. The administrator was very firm that if a student was experiencing behavioral difficulties, she stated, "Bring them to me." Once the director worked with the student, the student on the vast majority of occasions would come back to class focused on behaving appropriately and working hard on their academic subjects (Greenlaw, 2015).

Administrator and instructor number seven felt that using physical restraint for behavioral improvement would work if the restraints were utilized as an immediate consequence for inappropriate behavior (Yankowski, 2012). If a student misbehaved, they were to be immediately restrained on the floor by three staff members. The restraints were to be done on a mat for safety purposes. However; if no mat was available, then restraining the student on the floor was acceptable (Osher et al., 2013).

Live examination of student during the school day

Student number one, on the day of observation, arrived to school in a negative mood. He did not work on the opening assignment and was did not respond to the teacher's directives. Rather than administer warnings for his misbehavior, the instructor had the assistant take him out of the class to find out what was bothering him. The assistant took him to the gym to shoot

baskets and to talk about what was bothering him. When he returned, the student was focused and performed very well behaviorally and academically (Fredericks, 2005).

Student number two, on the day of observation, found out that she had been given a full stage drop to stage one/day one (Crane & Reynolds, 2009). When she found out, she kicked over two chairs and screamed to the teacher, "I hate you!" As a result, she was given an office visit by the teacher, and the teacher instructed the assistant to take her to the main office (Crane & Reynolds, 2009). However, the assistant rarely responded immediately to the teacher's request. This gave the student(s) more time to be disruptive (Fredericks, 2009).

Student number three arrived to class talking loudly and agitating some of his peers. The teacher, however, began the reading assignment and dispersed tokens to the students who were on task. Student number three, while observing his peers receiving tokens, began to behave himself and started earning tokens (McIntyre, 2014). He displayed his skills in reading and showed enjoyment in the learning activities.

Student number four, during time out, did not immediately sit quietly. He tried to establish a conversation with the time out room manager, but the manager did not allow him to talk. Once the student realized that the manager would not engage with him in a conversation, he sat quietly and processed with the manager after the five minutes were finished (Kaiser & Rasminsky, 2010). He then returned to the classroom and was on task for the rest of the day.

Student number five was given five seatbacks and processing times on the day of observation. He also slipped out of the lunchroom and sat in one of the administrator's offices. In just about every classroom period on the observation day, he was given a seat back for inappropriate behavior and failed to answer the scripted questions correctly (PBIS, 2015). As a result, he did practically no work at all on that school day.

Student number six was having difficulty moving on task. After the staff realized that she would not comply to their directives, they sent her to administrator number six.

Administrator number six spent time with student number six for approximately one hour (NHS Choices, 2015). When she returned to class, she was behaving appropriately and was ready to work.

Student number seven arrived to school and was not focused. He was also extremely negative towards the teacher's assistant. Consequently, the teacher sent him to the on-call room with the assistant. Instead of behaving himself, he continued to misbehave and was given a floor restraint. He was not, however, physically inappropriate (Ryan et al., 2009).

Educational Implications

The educational implications for the utilization of behavioral management techniques in therapeutic schools depend on the technique that has been selected. The use of level systems that have been employed by school numbers one and two were implemented in contrasting fashion. Administrator number one of school number one was flexible in their administration of the program, where administrator number two of school number two was indifferent in her approach (Morin, 2015; Crane & Reynolds, 2009). Possible implications for school number one would be that lasting behavioral change might not be achieved if the students know that staff members will give them private attention if they misbehave (Cancio & Johnson, 2007). Rather than be firm to the written plan which would call for consequences for inappropriate behavior, the teacher is actually giving students gifts for committing the various behavioral infractions which resulted in their removal from their previous schools (Reinstein, 2006).

The educational implications towards strict application of level systems in therapeutic programs are positive on the surface. Under strict application with little or no flexibility, the

students are keenly aware that their behavioral maladies are being targeted for elimination (Crane et.al., 2009). However; if the students are successful under Crane/Reynolds and are mainstreamed into regular education classrooms, the external controls which they have been successful under are no longer there (Reinstein, 2006). They could very well be made to feel “free” in the much less restricted general education classroom and could very quickly return to behaving inappropriately (D’Alonzo, 1983).

In token economy, the students appropriate behavior and academic success is rewarded through earning physical tokens which they trade in for physical rewards (McIntyre, 2014). According to McIntyre (2014), the primary goal is for the student to improve in their behavior and in their classwork for the appreciation of learning itself. However, what happens if the students do not cross over from working for tokens to working for themselves? In regular education classrooms, very little reinforcement through earning receiving physical rewards takes place (Catapult Learning, 2015).

Under time-out; if a student’s misbehavior is to a point where they have become a detriment to the classroom learning process, they are sent to a room to reflect on improving their behavior and are instructed to not do anything (Kaiser & Rasminsky, 2010). Once they finish their time and process with the manager of the time-out room, they can return to their classroom (Kaiser & Rasminsky, 2010). However, some students may very well not want to work in class and may view the time-out room as a place for them to rest (Kaiser & Rasminsky, 2010).

Like time-out, processing is a technique where the student is instructed to stop doing classwork for the purpose quiet reflection on how they can improve their behavior (PBIS, 2015). In the case of processing, the time of reflection is in the classroom; not in a separate room (PBIS, 2015). After they are done reflecting, the appropriate staff member engages in asking a set of

scripted questions which are geared towards the student to form a solid decision and strategy to maintain appropriate behavior (PBIS, 2015). However; like token economy, processing in this manner is not the norm in the general education classroom (Concordia Online Education, 2012).

The educational implications of talk therapy as a deterrent to chronic inappropriate behavior is one of care and flexibility (Cherry, 2015). The individual who is giving the talk therapy attempts to find the root of the students misbehavior through engaging with the students in a quiet setting (Cherry, 2015). The time limit rests with the staff member while the student does not know the time limit (Cherry, 2015). Consequently, the staff person controls the meeting and is free to judge whether they can return to class or not.

The implications of physical restraints as a deterrent to inappropriate behavior could be very negative (Ryan et al., 2009). If a student does not behave appropriately, he or she will be placed on the floor and held there by three staff members until they decide to cooperate (Ryan et al., 2009). In this situation, ironically, the student is placed in control and can remain on the floor if they can handle the physical pain (APA, 2015). Once the restraint is finished, the student could very well return to behaving inappropriately out of anger towards the restrainers (APA, 2015).

Recommendations for Further Research

The main limitation to this study was time. In dealing with students with emotional and behavioral disabilities, more than one observation day is needed to determine the overall benefit of the behavior management plans on helping any of the seven students in changing their behavior for the better (D'Alonzo, 1983). Furthermore, the emotional and behavior disabilities which these students possess have been with them for long periods of time (Fenell, 2015). In terms of the seven schools which were overviewed for their use of the specific behavior

management plans, each of them have been given recommendations for improvement in the application of their respective programs.

School number one and two's utilization of level systems were opposites. Number one's application was flexible. Despite a six stage level system with clear expectations for each level, the staff were allowed to bend the rules if the students appeared to be in need of some form of comfort. A reasonable recommendation for school number four's staff would be to be flexible for one block of time per-day, as opposed to random flexibility (Morin, 2015). The students were sent by their schools to the therapeutic program specifically for behavioral improvement, and giving students random breaks if they appear to be agitated or upset could result in these students taking advantage of the situation (Jordan, 1962).

According to Crane and Reynolds (2009), a behavioral level system should be implemented fundamentally. The students need to learn to deal with the internal emotions which drive their behavioral maladies and to start making positive changes (Selekman, 2008). The recommendation to school number two is for the director to stand by the program in place so that the teachers can implement the program (Osher et al., 2013). For example; if a parent or relative of the student is allowed one classroom visit per week for a half-hour block of time, then the director needs to stand by that rule and not allow the relative to be in the classroom for four whole school days (Mink & Kaplan, 1970).

The goal of token economy is for students to improve in their behavior and in their academics initially through tangible rewards to self motivation (McIntyre, 2014). The recommendation for school number three is to provide a schedule for the students which illustrates a time line for token dispersion and a set date where they will not receive them. The

students need to understand that, in life, tangible rewards for doing good will lessen (McIntyre, 2014). In life, appropriate behavior is an expectation (Dowd & Tierney, 2014).

In time-out, the students are sent to sit in a separate room quietly for a defined period of time for behavioral improvement (Kaiser & Rasminsky, 2010). At school number four, these students had to sit for five minutes silently and had to complete an assignment on how they were going to improve their behavior. If the student was quiet for the five minutes and completed the assignment, they were allowed to return to class and the assignment was disposed of in the garbage. The recommendation for school number four is to not throw out the work. Any positive effort by a student should at least be given back to them. The disposal of any type of hard work from an individual is cruel and disrespectful (APA, 2015).

At school number five, processing for the lessening of inappropriate behavior involves dialogue between staff and students (PBIS, 2015). If the student misbehaves, the beginning of the intervention is for the student to be given a seat back for five minutes, the moving of the student in their chair away from their desk for them to reflect on their inappropriate behavior and how they plan to change it (PBIS, 2015). According to PBIS (2015), once the student has sat quietly for the five minutes, the student is to process with the staff member in a private location. The staff member has a scripted list of questions to ask the student, and the student has to answer them correctly. If they do not answer the questions correctly, they cannot return to the classroom (PBIS, 2015).

However; through observation, one clear problem was evident: the teacher's assistant was hardly ever in the classroom. In processing, two staff members have to be in the room at all times so that the students are always supervised (PBIS, 2015). The recommendation for this school and its use of processing is for both staff to be in the classroom for the entire day. If one

of the two staff members in the room have to leave for whatever reason, then a replacement staff member should take his or her place until the assigned staff member returns (Evertson et al., 2006).

Talk therapy involves a student in crises leaving his or her classroom to speak with a qualified staff member for the purpose of finding the reasons for the misbehavior (Greenlaw, 2015). In talk therapy, only the staff member is aware of the time limit so that the student can feel at ease in communicating with the staff member (Cherry, 2015). The recommendation for school number six with talk therapy is to have a time limit, so that the student can come to realize that time must be paid attention to and respected (Dowd & Tierney, 2014).

In terms of physical restraining a student, the action should be utilized only if the student becomes a physical danger to themselves and/or others (Crisis Prevention Institute, 2015). School number seven, however, uses physical restraint as a deterrent to inappropriate behavior where the student does not constitute any physical danger (Osher et al., 2013). Furthermore, physical restraint is not a last resort to behavioral modification. During the observation of student number seven, another student was restrained for simply disagreeing with a staff member. The recommendation for school number seven is to only use physical restraint if the student becomes physically dangerous (CPI, 2015).

Chapter Summary

The effectiveness of behavioral management plans have been (a) identified, (b) defined, (c) observed, and (d) rated on their effectiveness in this study. The effectiveness of the various plans depends largely on the cooperation between the administrators and the instructional staff (Webster, 2015). According to Webster (2015), if the administrators are clear with their expectations to their teachers; if the teachers implement the programs as instructed; and if the

teacher's assistants follow the lead of the classroom teachers; then the behavioral management plan has a strong chance of being effective. However, if any of the above factors are not in order, then the behavior plans stand a strong chance of not working (Webster, 2015). Schools one, three, four, five, and seven had success with their particular programs, because the staff who were involved worked together effectively. Schools two and seven failed in their administration of their programs, because the collaboration of staff members was ineffective in the application of their programs.

References

- Acevedo, H. & Bartz, C. (2013). *PBS-Positive Behavior Supports*. Overview of PBIS diagram for behavioral change. Retrieved from www.berkeley.net/up-contrast/. . . /10/PBIS-slides-for-SGC.pdf? . . .
- Adwar, C. (2014). Hit Kids. *Business Insider*. Summary of the states that administer corporal punishment in schools. Retrieved from <http://www.businessinsider.com/19-states-still-allow-corporal-punishment-2014-3>.
- American Psychological Association. (2015). *Corporal Punishment*. Summary of the position Of the American Psychological Association concerning corporal punishment in schools. Retrieved from <http://www.apa.org/about/policy/corporal-punishment.aspx>.
- Bettelheim, B. (1974). *A Home for the Heart*. New York, NY: Alfred A. Knopf, Inc.
- Boys Town National Research Hospital. (2015). *Components of the Home Visit*. Diagram Illustrating the progression of behavioral improvement through the Boys Town Model. Retrieved from <http://www.boystownhospital.org/Pages/default.aspx>.
- Caruana, V. (2011). Classroom Management – Your Struggle or Weakness? *Apples and Chalkdust*. Summary of classroom management techniques in schools. Retrieved from Vickicaruna.blogspot.com/2011/04/classroom-management-your-strength-or.html.
- Cancio, E. & Johnson, J. (2007). Level Systems Revisited: An Important Tool for Educating Students with Emotional and Behavioral Disorders. *International Journal of Behavioral Consultation and Therapy*, v3 n4 p512-527. Retrieved from eric.ed.gov/?id=EJ801236.
- Catapult Learning. (2015). *Motivating, Instructional Intervention for Struggling Students*. Overview of the behavioral and educational program that is utilized by Catapult Learning. Retrieved from <http://www.catapultlearning.com/response-to-intervention/high-intensity-tutoring/>.

- Cherry, K. (2015). What is negative behavior? *Answers*. Summary on what negative behavior is. Retrieved from www.answers.com/Q/What-is-negative-behavior.
- Cherry, K. (2015). What is negative reinforcement? *About Education*. Summary of what negative reinforcement is. Retrieved from www.psychology-about-com/od/operantconditioning/f/negative-reinforcement.htm.
- Cherry, K. (2015). What is Talk Therapy? *About Education*. Overview of the definition and purpose of talk therapy. Retrieved from psychology.about.com/od/tindex/f/talk-therapy.htm.
- Classroom Discipline/Management. (2015). *Classroom Discipline Plans*. Diagram of Crane/Reynolds behavioral model. Retrieved from www.pinterest.com.
- Concordia Online Education. (2012). *Mainstreaming Special Education in the Classroom*. Overviewing the benefits and drawbacks of mainstreaming special education students in regular education classrooms. Retrieved from education.cu-portland.edu/blog/special-ed/mainstreaming-special-education-in-the-classroom/.
- Cosgrave, G. (2015). Examples of Negative Reinforcement. *Educate Autism*. Summary of a list of negative reinforcement examples. Retrieved from <http://www.educateautism.com/behavioral-principles/examples-of-negative-reinforcement.html>.
- Council for Children with Behavioral Disorders. (2009). Summary of various forms of physical Restraint techniques used by special education programs in schools. Retrieved from <http://c.ymcdn.com/sites/www.copaa.org/resource/collection/662B1866-952D-41FA-B7F3-D3CF68639918/>.
- Crane, C., Reynolds, J., & Cooper, S. (2009). *The Source Book*, 3rd Edition. Houston, TX: Crane/Reynolds, Inc.

- Crisis Prevention Institute. (2015). *Physical Restraint Training*. An overview of the physical restraint training program through the Crisis Prevention Institute. Retrieved from <http://www.crisisprevention.com/Resources/Knowledge-Base/Physical-Restraint-Training>.
- Dillon, L. (2015). *Applied Behavior Analysis*. Overview of the mechanics of a token economy. Retrieved from sss.appliedbehavioralanalysis.com.
- Dowd, M. & Tierney, M. (2014). *Teaching Social Skills to Youth*. Boys Town, Nebraska: Boys Town Press.
- D'Alonzo, B. (1983). *Educating Adolescents with Learning and Behavioral Problems*. Rockville, Maryland & London, England: Routledge Taylor & Francis Group.
- Durant, M. (1993). *Residential Treatment, A Cooperative, Competency-Based Approach to Therapy and Program Design*. New York, NY & London, England: W.W. Norton & Company.
- Evertson, C., Weinstein, C., Emmer, E., & Sobornie, E. (2006). *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. Mahway, NJ & London, England: Lawrence Erlbaum Associates, Publishers.
- Fedder, R. & Gabaldon, J. (1970). *No Longer Deprived*. New York, NY: Teachers College, Columbia University.
- Fenell, Z. (2015). Emotional Disturbance. *Special Education Guide*. Retrieved from www.specialeducationguide.com/disability-profiles/emotional-disturbance/.
- Filcheck, H. & McNeil, C. (2002). Who's Testing Whom? *LD Online*. Overview of managing disruptive behavior during testing. Retrieved from www.ldonline.org/article/Who_is_Testing_is_Testing_Whom%3F?theme=print.

- Fogt, J., George, M., Kern, L., White, G., & George, N. (2008). Physical Restraint of Students with Behavior Disorders in Day Treatment and Residential Settings. *Behavior Disorders*, v34 n1 p4-13. Retrieved from eric.ed.gov/?id=EJ888362.
- Fredericks, A. (2005). *The Complete Idiots Guide to Success as a Teacher*. New York, NY: Alpha Books.
- Gay, L., Mills, G., & Airasian, P. (2009). *Educational Research, Competencies for Analysis and Applications*. Boston, MA: Pearson
- Georgia Department of Education. (2014). *Remedial Education Program*. Overview on the definition and purpose of remedial education. Retrieved from <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-Instruction-and-Assessment/Pages/Remedial-Education-Program.aspx>.
- Greenlaw, E. (2015). Getting Started: Talk Therapy for Depression. *WebMD*. Summary of the effectiveness of talk therapy. Retrieved from www.webmd.com/depression/features/therapy-therapist.
- Gilles, G. (2015). Corporal Punishment in Schools. *Education and Teaching Courses*. Retrieved from <http://study.com/academy/lesson/corporal-punishment-in-schools>.
- Haring, N. & Bateman, B. (1977). *Teaching the Learning Disabled Child*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Jordan, T. (1962). *The Exceptional Child*. Columbus, Ohio: Charles E. Merrill Books, Inc.
- Kaiser, B. & Rasminsky, J. (2010). Time-Out, Punishment, and Time-Away. *Education.Com*. An overview of the pros and cons of time-out as a disciplinary tool. Retrieved from www.education.com/reference/article/time-out-punishment.time-away/.
- Kronick, R. (Ed). (1997). *At-Risk Youth, Theory, Practice, Reform*. New York, NY & London, England: Garland Publishing, Inc.

- Lehigh County Child and Adolescent Service System Program (CASSP). (2015). Summary of the services offered to students with special needs through CASSP. Retrieved from www.lehighcounty.org/. . /CASSPProgram/tabid/722/Default.aspx.
- McIntyre, T. (2014). *Token Economies*. Summary of the philosophy and the mechanics of token Economies to improve student behavior and performance. Retrieved from www.behavioradvisor.com.
- Mink, O. & Kaplan, B. (1970). *America's Problem Youth, Education and Guidance of the Disadvantaged*. Scranton, Pennsylvania: International Textbook Company.
- Morin, A. (2015). Discipline Kids with Positive and Negative Consequences. *About Parenting*. Retrieved from www.discipline.about.com/od/disciplinebasics/a/Discipline-Kids-With-Positive-And-Negative-Consequences.htm.
- Morris, R. (Ed). (1992). *Solving the Problems of Youth At Risk*. Lancaster, Pennsylvania: Technomia Publishing Co., Inc.
- NHS Choices. (2015). *The Benefits of Talk Therapy*. Overview of the benefits of talk therapy. Retrieved from www.uhs.uk/conditions/stress-anxiety-depression/pages/benefits-of-talking-therapy.aspx.
- Osher, D., Poirier, J., Jarjoura, G., Brown, R., & Kendziora, K. (2013). Avoid Simple Solutions and Quick Fixes. Lessons learned from a comprehensive districtwide approach to improvising student behavior and school safety. *Journal of Applied Research on Children Informing Policy for Children at Risk*. Houston, Texas: Texas Medical Center Library.
- Osgood, R. (2008). *The History of Special Education, A Struggle for Equality in American Public Schools*. Westport, Connecticut & London, England: Praeger.
- Pennsylvania Department of Human Services. (2010). Summary of the establishment of Outpatient mental health services for children under 21. Retrieved from <http://www.dhs.state-pa.us/dhsorganization/officeofmedicalassistanceprograms/>.

Positive Behavioral Interventions & Supports. (2015). Overview of the P.B.I.S behavioral Management technique of processing. Retrieved from <http://www.pbis.org>.

Private School Review. (2015). List of therapeutic day schools in the Chicagoland area. Retrieved from http://www.privateschoolreview/state_special_education_school/Type/4/stated/IL.

Public Schools of North Carolina. (2015). Public School District definition and description On the effectiveness of behavioral intervention plans. *Behavior Intervention Plans*. Retrieved from ec.ncpublicschools.gov.

Rasmussen, A. (2013). Its Time to Fight Timid Teacher Syndrome! *The DeMoines Register*. Overview of negative results in a classroom due to teacher timidity. Retrieved from [Blogs.desmoinesregister.colm/dmr/index.php/2013/03/29/its-time-to-fight-timid-teacher-syndrome](http://blogs.desmoinesregister.com/dmr/index.php/2013/03/29/its-time-to-fight-timid-teacher-syndrome).

Read, C. (2008). *The Crazy School*. New York, NY & Boston, MA: Grand Central Publishing.

Reinstein, D. (2006). *To Hold and Be Held, The Therapeutic School as a Holding Environment*. New York, NY & London, England: Routledge Taylor & Francis Group.

Ryan, J., Robbins, K., Peterson, R., & Rozalski, M. (2009). Review of state policies concerning the use of physical restraint procedures in schools. *Education and Treatment of Children*. Overview of the drawbacks of using physical restraint techniques on students with emotional and behavioral disabilities. Retrieved from <http://www.apadivisions.org/division-16/publication/newsletters/school-psychologist/2012/restraint-in-schools.aspx>.

Schieltz, M. (2015). Five General Behavior Management Strategies. *Chronicals*. Survey of five well accepted behavior management plan techniques. Retrieved from <http://smallbusiness.chron.com/five-general-behavior.ma>.

School City of Hammond. (2015). Overview of school district policy regarding parental Classroom visits. Retrieved from www.hammond.k12.in.us.

Selekman, M. (2008). *Pathways to Change, Second Edition: Brief Therapy with difficult Adolescents*. New York, NY: The Guilford Press.

Stanberry, K. (2015). What is an IEP? *Understood for Learning & Attention Issues*. Retrieved from <https://www.understood.org/en/school-learning/special-services/ieps/understanding-individual-education-programs>.

United States Department of Labor. (1993). Summary of the dispersion of medical and psychiatric help to children with special needs conditions. Retrieved from <http://www.ncmust.com/doclib/OBRA87summary.pdf>.

University of Kansas. (2015). Definition of Behavioral Level Systems. Retrieved from www.specialconnections.ku.edu/?q=behavior_plans/classroom_and_group_support/teacher_tools/point_and_level_systems.

University of Minnesota Center for Teaching and Learning. (2013). *Alternative Assessment Strategies*. Overview of different types of assessment strategies that can be given to students. Retrieved from www1.umn.edu/. . /resources/alternative/index.html.

Webster, J. (2015). TSS.-Therapeutic Support Staff, Staff that Supports Individual Students. *About Education*. Retrieved from <http://specialed.about.com/od/specialedacronyms/g/T>.

Wolf, T., McLaughlin, T., & Williams, R. (2006). Time-Out Interventions and Strategies: A Brief Review and Recommendations. *International Journal of Special Education*, v. 21 n3 p. 22-29. Retrieved from eric.ed.gov/?id=EJ843616.

Yankowski, B. (2012). Ethical issues regarding the use of restraint and seclusion in schools. *Division of School Psychology*. An overview of the weaknesses in the use of physical restraints. Retrieved from <http://www.apadivisions.org/division-16/publications/newsletters/s>.

Your Dictionary/The Dictionary You Can Understand. (2015). Overview of the definition of detention. Retrieved from www.yourdictionary.com/detention.

Zupek, R. (2010). Physical Contact at Work—what are the boundaries? *CNN*. Retrieved from www.cnn.com/2010/LIVING/worklife/03/08/cb.getting.physical.at.work/.

APPENDIX A

ADMINISTRATIVE INTERVIEW QUESTIONS

Administrative Interview Questions Number One

1. Where is the location of your school? Western suburbs of Chicago
2. How many students attend your school? 203
3. How many years has your program existed? 14
4. What is the administrative structure (number of principals)? One director and two principals
5. What are the specific reasons why the students have been sent to your program? Our students have been sent to us by regular public, regular private, regular parochial, and regular charter school programs for the purpose of behavioral improvement.
6. What are the conditions which your students have? Our program services students with emotional and behavioral disabilities.
7. What is the specific name of your behavioral management plan? We do not have a particular title. We simply identify it as a behavioral level system.
8. When a student misbehaves, what are the schools policies and the consequences to the specific behavior? It depends on the misbehavior. If a student is verbally disruptive, he receives reminders to get on task. After four reminders, he will be sent to a time-out room to move back on task. If the misbehavior involves physical aggression, we utilize restraint techniques for the purposes of safety.
9. Is your behavior plan a level system? Yes it is. However, we allow for flexibility. For the purpose of our students feeling comfortable, we don't hammer our level system fundamentally. What I mean is that if a student comes to school exhibiting frustration, our staff may take the student for a walk or sit and talk them. We believe that if they are comfortable, they will work harder and better.

10. Are physical restraints utilized in your program? Yes, but only if the student is placing themselves in personal and/or collective danger. Thankfully, they don't happen very much.

Administrative Interview Questions Number Two

1. Where is the location of your school? Northwest Indiana
2. How many students attend your school/program? 10
3. How many years has your program existed? 3 years
4. What is the administrative structure (number of principals)? The administrative structure of our program is myself as executive director, the assistant principal in charge of discipline, and the case manager of the program. The case manager is the teacher's immediate supervisor. Our program services middle school and high school students.
5. What are the specific reasons why the students have been sent to your program? They have been sent to our program for academic and behavioral improvement.
6. What are the conditions which your students have? Mild Impairments
7. What is the specific name of your behavioral management plan? Crane/Reynolds
8. When a student misbehaves, what are the schools policies and the consequences to the specific behavior? The consequences depend on the severity of the misbehavior. If the student is talking out of turn, leaving his seat without permission, etc., he will be given a warning. After three warnings, he or she will be given a time-out for five minutes. During the time-out; if the student does not sit quietly, his time starts over again. After three start overs, he will given an office visit, where he will talk to the assistant principal of discipline. The assistant principal will then determine the consequence. If a student commits an infraction which would warrant an automatic office visit, he or she will sent to the assistant principal immediately. The infractions that warrant an automatic office visit are use of profanity and physical aggression.
9. Is your behavior plan a level system? Yes it is.
10. Are physical restraints utilized in your program? No

Administrative Interview Questions Number Three

1. Where is the location of your school? Chicago
2. How many students attend your school? 340
3. How many years has your program existed? 35 years
4. What is the administrative structure (number of principals)? We don't use formal administrative titles. We are a private outfit that is contracted by schools to help students improve in their reading and math skills. We have a general manager who oversees all the schools and students being serviced; area manager who services a select number of schools; and an education manager who oversees the teachers and students at a school.
5. What are the specific reasons why the students have been sent to your program? Students are sent to our program who need help with their reading and math skills.
6. What are the conditions which your students have? Several of our students have learning and behavioral conditions.
7. What is the specific name of your behavioral management plan? We use token economy in our program.
8. When a student misbehaves, what are the schools policies and the consequences to the specific behavior? They do not receive tokens. Our program is strictly built on positive reinforcement. If students are on task, they receive tokens. If they are not, they do not receive them.
9. Is your behavior plan a level system? No
10. Are physical restraints utilized in your program? No

Administrative Interview Questions Number Four

1. Where is the location of your school? We are located in the north, central, and south suburban areas.
2. How many students attend your school? Approximately 200
3. How many years has your program existed? 32 years
4. What is the administrative structure (number of principals)? Executive Director, School Principal, School Assistant Principal, and School Case Manager
5. What are the specific reasons why the students have been sent to your program? Students are sent to our program who have severe emotional, behavioral, and learning disabilities.
6. What are the conditions which your students have? Emotional, behavioral, and learning disabilities
7. What is the specific name of your behavioral management plan? Boys Town Model
8. When a student misbehaves, what are the schools policies and the consequences to the specific behavior? If a student is off task, he will receive a reminder. After four reminders, he will be sent to a time-out room for de-escalation. In the time-out room, the student is required to sit silently for five minutes. After the five minute period, the student is required to process with the the time-out room supervisor. The student is to acknowledge why he was removed from class and is to tell how he will behave better when he or she returns to the classroom.
9. Is your behavior plan a level system? Yes
10. Are physical restraints utilized in your program? Yes

Administrative Interview Questions Number Five

1. Where is the location of your school? The western suburbs of Chicago
2. How many students attend your school? About 300
3. How many years has your program existed? Our program has existed for thirty years.
4. What is the administrative structure (number of principals)? I am the principal, and I have an academic manager and a counseling manager under me.
5. What are the specific reasons why the students have been sent to your program? Our students have been sent to us from school districts to have their behavior improved.
6. What are the conditions which your students have? Our students conditions are emotional and behavioral disabilities.
7. What is the specific name of your behavioral management plan? The name of our program is P.B.I.S, Positive Behavioral Intervention System.
8. When a student misbehaves, what are the schools policies and the consequences to the specific behavior? The student, if his or her behavior is inappropriate, will be given a seat back for five minutes so they can get themselves under control. While they are in the seat back, they can't accumulate points in their academic subject. If they don't sit quietly during the seat back, their time will start over. Once they complete the seat back, they are taken to a private setting in the school to process with a staff member. The staff member will ask the student a list of scripted questions and if the student answers the questions correctly, they can return to class.
9. Is your behavior plan a level system? No
10. Are physical restraints utilized in your program? Yes

Administrative Interview Number Six

1. Where is the location of your school? Northern suburbs of Chicago
2. How many students attend your school? 13
3. How many years has your program existed? 47 years
4. What is the administrative structure (number of principals)? I am the executive director, and I have a principal and a dean.
5. What are the specific reasons why the students have been sent to your program? I have children come to the school through local school districts so that their behavior can be improved. We have an open enrollment and we have students with multiple special needs conditions.
6. What are the conditions which your students have? Our students have multiple special needs conditions. The conditions include emotional disabilities, behavioral disabilities, autism, Down's Syndrome, and learning disabilities.
7. What is the specific name of your behavioral management plan? We use talk therapy as our behavioral management plan.
8. When a student misbehaves, what are the schools policies and the consequences to the specific behavior? If a student is having a difficult time controlling their behavior, I instruct my teachers to send the student to me so I can engage in talk therapy with them. I will talk to them in my office about how they are doing or I will let them choose a topic to talk about. While we are in conversation together, I'll let them play with a toy or draw; whatever makes them comfortable. The goal is to put them at ease so that they can open up about what triggered their behavior outburst.
9. Is your behavior plan a level system? No
10. Are physical restraints utilized in your program? No

Administrative Interview Number Seven

1. Where is the location of your school? South Suburbs of Chicago
2. How many students attend your school? Approximately 400
3. How many years has your program existed? 58 years
4. What is the administrative structure (number of principals)? One superintendent, principal, assistant principal
5. What are the specific reasons why the students have been sent to your program? For academic and behavioral improvement
6. What are the conditions which your students have? Emotional and behavioral disabilities
7. What is the specific name of your behavioral management plan? Crisis Intervention Behavior Stabilization Program (C.B.I.S)
8. When a student misbehaves, what are the schools policies and the consequences to the specific behavior? Three reminders in the classroom will send a student to the on-call room. If the student continues to misbehave, he or she will be restrained physically. The processing goes on during the restraint. If the student does not answer the processing questions correctly, more physical force will be administered during the restraint.
9. Is your behavior plan a level system? no
10. Are physical restraints utilized in your program? yes

APPENDIX B

TEACHER INTERVIEW QUESTIONS

Teacher Interview Questions Number One

1. How many students do you service on average in your classroom? 10
2. Are the classes departmentalized or do the students stay in one room for the day? They are departmentalized.
3. Is the behavior intervention plan a level system? Yes
4. If the plan is a level system, how many levels are there? Seven
5. Are statistical point sheets used? Yes
6. What are the built in incentives in the level system? With each level increase, the students gain more privileges and less external controls. At level five, the students can participate in school activities and athletics.
7. Are physical restraint techniques involved in your classroom program? Yes
8. If physical restraints are part of the program, what are the circumstances that would call for the use of them? If the student poses a physical threat to himself or herself and/or to others
9. Is the school open for the entire year? Yes
10. Do you have assistants and/or support staff to help in the academic, social, behavioral improvement of the students? Yes

Teacher Interview Number Two

1. How many students do you service on average in your classroom? 10
2. Are the classes departmentalized or do the students stay in one room for the day? They stay in the classroom for the entire school day.
3. Is the behavior intervention plan a level system? Yes
4. If the plan is a level system, how many levels are there? Three
5. Are statistical point sheets used? Yes
6. What are the built in incentives in the level system? At level two, the students are allowed one unsupervised trip to the hallway drinking fountain and to the hallway washroom. They are also allowed, at level two, to eat lunch and breakfast in the school cafeteria under staff supervision. At level three, the students can walk to class independently from the bus at the beginning of the day; walk to the bus from the classroom independently at the end of the day; eat breakfast and lunch in the school cafeteria without supervision; and begin the mainstreaming process.
7. Are physical restraint techniques involved in your classroom program? No
8. If physical restraints are part of the program, what are the circumstances that would call for the use of them? NA
9. Is the school open for the entire year? No
10. Do you have assistants and/or support staff to help in the academic, social, behavioral improvement of the students? Yes

Teacher Interview Questions Number Three

1. How many students do you service on average in your classroom? About six
2. Are the classes departmentalized or do the students stay in one room for the day? They stay in one room.
3. Is the behavior intervention plan a level system? No
4. If the plan is a level system, how many levels are there? NA
5. Are statistical point sheets used? NA
6. What are the built in incentives in the level system? This is not a level system. It is a token economy system. Good behavior and academic success is rewarded with physical tokens. Every two weeks, the students can trade in their tokens for prizes. However, we want our students motivation to change from desiring the physical tokens to simply desiring to learn more.
7. Are physical restraint techniques involved in your classroom program? No
8. If physical restraints are part of the program, what are the circumstances that would call for the use of them? NA
9. Is the school open for the entire year? No
10. Do you have assistants and/or support staff to help in the academic, social, behavioral improvement of the students? No

Teacher Interview Questions Number Four

1. How many students do you service on average in your classroom? 15
2. Are the classes departmentalized or do the students stay in one room for the day? The classes are departmentalized by academic subjects for the high school students.
3. Is the behavior intervention plan a level system? Yes
4. If the plan is a level system, how many levels are there? Six levels
5. Are statistical point sheets used? Yes
6. What are the built in incentives in the level system? As a student increases in levels, more incentives are given to them and less external controls are given to them.
7. Are physical restraint techniques involved in your classroom program? Yes
8. If physical restraints are part of the program, what are the circumstances that would call for the use of them? Physical restraints are used if the student poses a physical threat to himself and/or to his peers.
9. Is the school open for the entire year? Yes
10. Do you have assistants and/or support staff to help in the academic, social, behavioral improvement of the students? Yes

Teacher Interview Questions Number Five

1. How many students do you service on average in your classroom? 12
2. Are the classes departmentalized or do the students stay in one room for the day? The students are in the room for the whole day, except for lunch and physical education.
3. Is the behavior intervention plan a level system? No
4. If the plan is a level system, how many levels are there? N/A
5. Are statistical point sheets used? No
6. What are the built in incentives in the level system? N/A
7. Are physical restraint techniques involved in your classroom program? Yes
8. If physical restraints are part of the program, what are the circumstances that would call for the use of them? Physical restraints are used if the student places himself and/or others in physical danger.
9. Is the school open for the entire year? No
10. Do you have assistants and/or support staff to help in the academic, social, behavioral improvement of the students? Yes

Teacher Interview Number Six

1. How many students do you service on average in your classroom? 5
2. Are the classes departmentalized or do the students stay in one room for the day? The students stay in the classroom for the full day; except for lunch where they all eat together.
3. Is the behavior intervention plan a level system? No
4. If the plan is a level system, how many levels are there? N/A
5. Are statistical point sheets used? No
6. What are the built in incentives in the level system? N/A
7. Are physical restraint techniques involved in your classroom program? No
8. If physical restraints are part of the program, what are the circumstances that would call for the use of them? N/A
9. Is the school open for the entire year? No
10. Do you have assistants and/or support staff to help in the academic, social, behavioral improvement of the students? Yes

Teacher Interview Number Seven

1. How many students do you service on average in your classroom? No more than fifteen
2. Are the classes departmentalized or do the students stay in one room for the day? They are in one classroom for the full day.
3. Is the behavior intervention plan a level system? No
4. If the plan is a level system, how many levels are there? NA
5. Are statistical point sheets used? Yes
6. What are the built in incentives in the level system? The program is not a level system.
7. Are physical restraint techniques involved in your classroom program? Yes
8. If physical restraints are part of the program, what are the circumstances that would call for the use of them? If the student does not comply to school rules, they will be restrained. If the restraints don't work, they will be sent to a school with stricter policies than our school.
9. Is the school open for the entire year? Not the entire year, but we have a summer school that our students have to attend.
10. Do you have assistants and/or support staff to help in the academic, social, behavioral improvement of the students? Yes we do and they work hard.

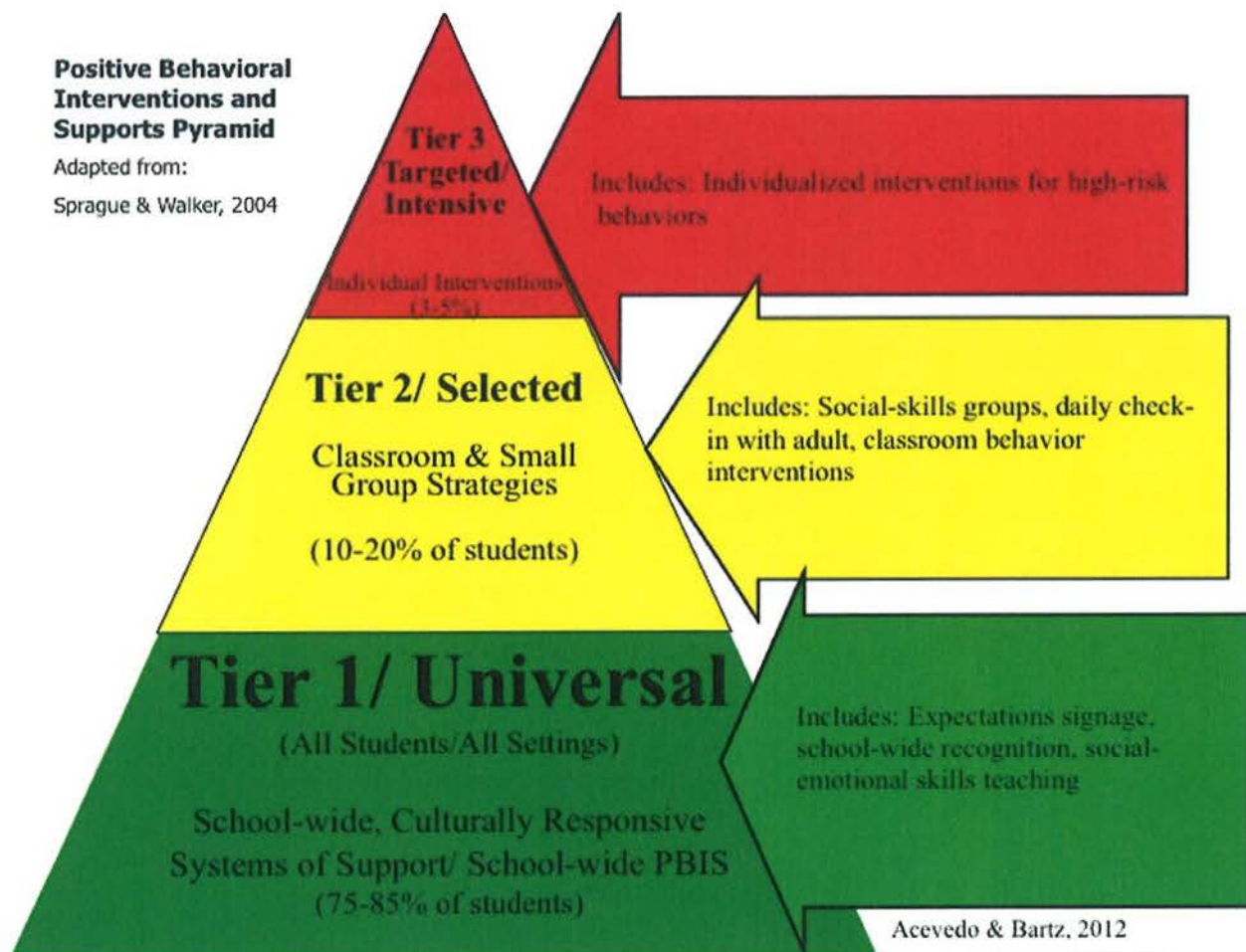
APPENDIX C

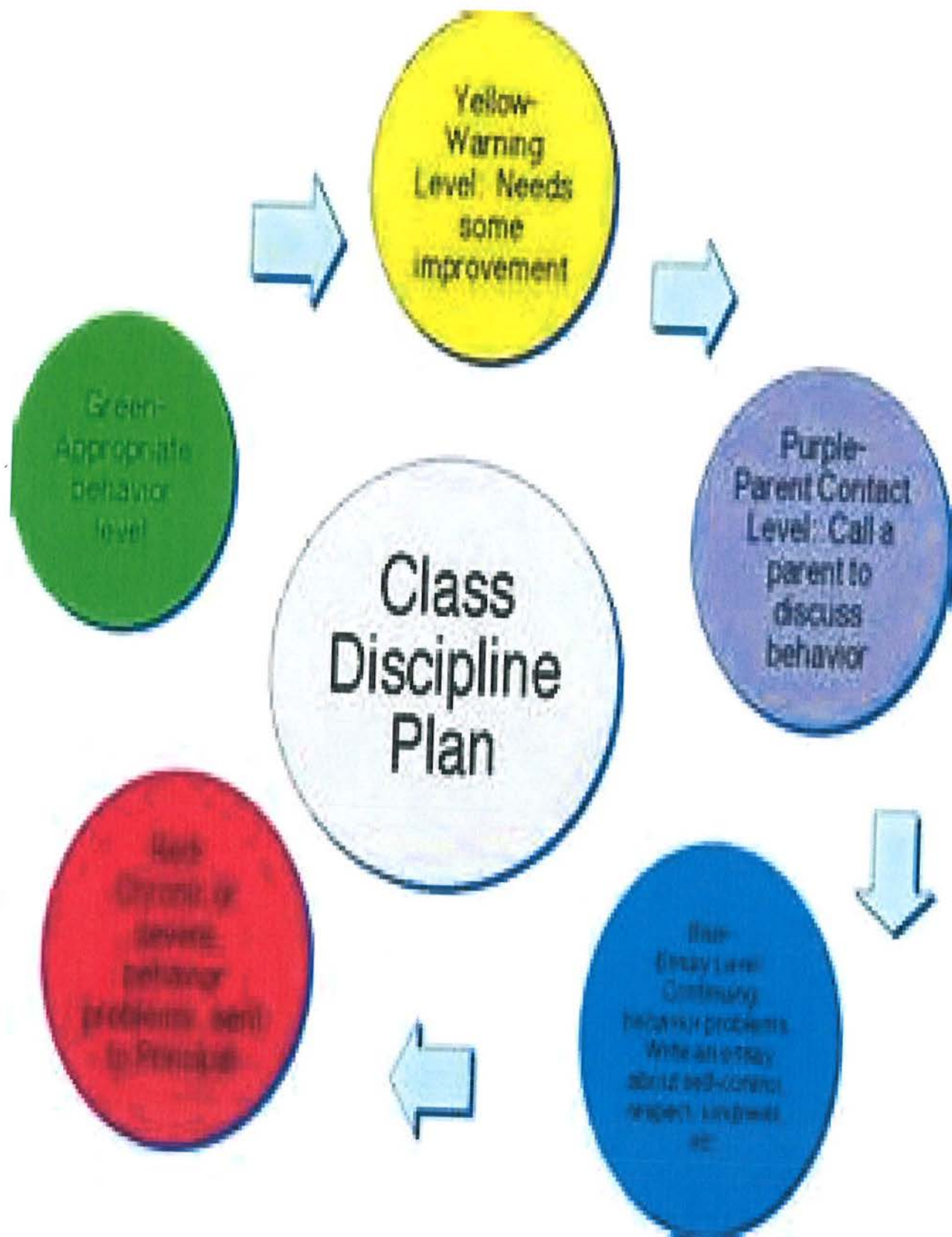
LIST OF ILLUSTRATIONS

**Positive Behavioral
Interventions and
Supports Pyramid**

Adapted from:

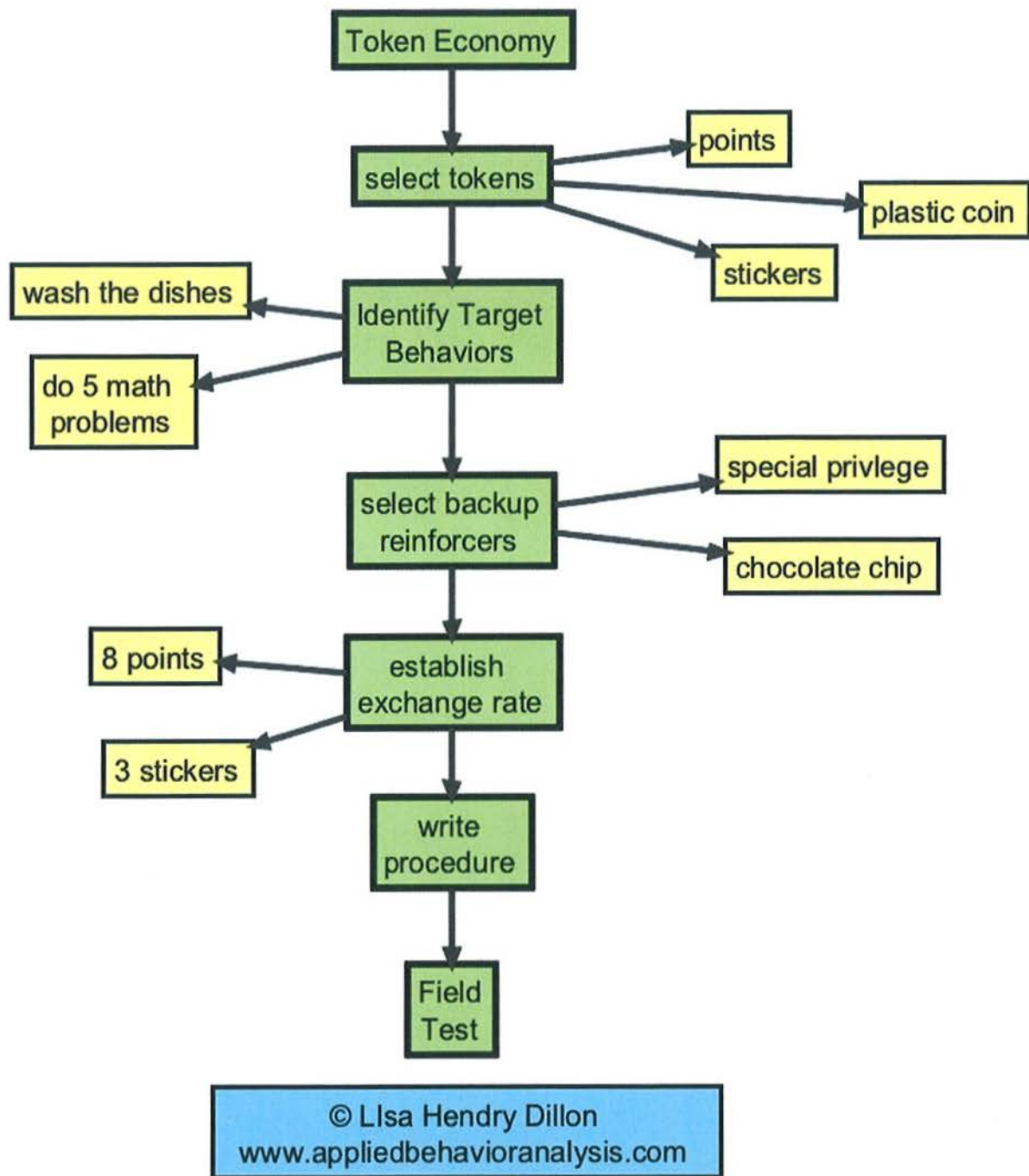
Sprague & Walker, 2004





Components of the Home Visit





Token Economy Diagram